Service Learning in Higher Education: A Road Map

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Submitted in partial fulfillment

of the requirements for the degree of

Master of Education

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St. Catharines, Ontario

Abstract

As institutions of higher education struggle to stay relevant, competitive, accessible, and flexible, they are scrambling to attend to a shift in focus for new students. This shift involves experiential learning. The purpose of this major research paper was to examine the existing structures, to seek gaps in the experiential learning programs, and to devise a framework to move forward. The specific focus was on experiential learning at Brock University in the Faculty of Applied Health Sciences. The methodology was underscored with cognitive constructivism and appreciative theory. Data collection involved content analysis steps established by Krippendorff (2004) and Weber (1985). Data analysis involved the four dimensions of reflection designed by LaBoskey, including the purpose, context, content, and procedures. The results developed understandings on the state of formal processes and pathways within service learning. A tool kit was generated that defines service learning and offers an overview of the types of service learning typically employed. The tool kit acts as a reference guide for those interested in implementing experiential learning courses. Importantly, the results also provided 10 key points in experiential learning courses by Emily Allan. A flow chart illustrates the connections among each of the 10 points, and then they are described in full to establish a strategy for the way forward in experiential learning.

Acknowledgements

I would like to express my deepest appreciation to my advisor, Dr. Michael Kompf, whose knowledge and teaching prowess are a gift to the world. He reignited my love of learning as he urged us to be lifelong learners. He encouraged me to think outside the box, and without his guidance and flexibility, this paper would not have been possible.

I would also like to sincerely thank Dr. Cheryl Mallen, my second reader and colleague, who introduced me to this topic, took me under her wing, and has provided endless support, as well as the drive to complete this!

Lastly I would like to thank my loved ones who have supported me throughout this process. They have always provided an open ear, an understanding heart, and a gentle push when I needed it.

I am forever grateful to all of you. Thank you.

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CHAPTER ONE: THE PROBLEM

Education has a long and rich history, and its new story line involves an emphasis on experiential learning. Within this emphasis on experiential learning, there is a need to generate understandings in how it can be integrated, advanced, and made efficient and effective. This major research paper carries out a critical review of current practices regarding service learning at Brock University in ways that assist to develop a best-practices guide that will serve learner and program needs. This major research paper is guided by two research questions:

1) What are the best practices in a service learning structure?

2) How is service learning structured at Brock University within the Faculty of Applied Health Sciences?

Background of the Problem

As institutions of higher education struggle to stay relevant, competitive, accessible, and flexible, they are scrambling to attend to a shift in focus for new students. This shift relates to a rise in interest and need for understanding and use of service learning opportunities and infrastructures. Such a shift would help both programs and student learning to remain relevant and applicable in today's workplace.

The rise of service learning, which can also be termed experiential learning or work-integrated learning (see Appendix A: Locating the Reader: Work-Integrated Learning), is viewed as a critique of the historical approach to academia by some scholars; however, it can be more meaningfully viewed as a response to the current woes as identified by DiConti (2004): "Colleges and universities can no longer afford the luxury of graduating students ill-prepared for a persistently changing workplace" (p.

168). DiConti also claims that undergraduate students are trying to find the connection between academics and content in the educational marketplace and finds support from other scholars. According to Kezar and Rhoads (2001), a "lack of curricular relevance, lack of faculty commitment to teaching, and lack of institutional (and faculty) responsiveness to the larger public good" all seem to play a role in the recent growth and interest in service learning (p. 150). Others suggest a greater emphasis on service learning can enhance student learning, fulfill the mission of the institution, and improve town–gown relationships (Bringle & Hatcher, 2000). Service learning eliminates past emphasis on

> intellect over experience, work over play, passivity over activity, knowledge over vocation, individuals rather than community, and intellect rather than knowledge. . .resulting in un-engaging pedagogical techniques, depleted curriculum, lack of moral development, lack of unity, and lack of integrity of experience and knowledge. (Kezar & Rhoads, 2001, p. 161)

Faculty members are feeling a shift for the relevance of experiential opportunities. As universities push their faculty towards research and publishing, they drive them further from the teaching of higher education, thus increasing the need for a shift to provide service learning. Kezar and Rhoads (2001) indicate that there is

> a disturbing gap between the college and the larger world. There is . . . a parochialism that seems to penetrate higher learning institutions, an intellectual and social isolation that reduces the effectiveness of the college and limits the vision of the student". (p. 151)

A result of the gap between postsecondary education and the larger world, service learning is seen to address these educational barriers and concerns, relating what students learn to how they live. Service learning thus pays "attention to the problem-solving capacities of college graduates in order to sustain lifelong constructive involvement in the community" (Giles, 1999, as cited in Chambers, 2009, p. 80; Konwerski and Nashman, 2002). From an institutional perspective, administrators see service learning as a tool to encourage students to become more dedicated to their community and more responsible for their own academic path (Allen, 2003). Service learning does this through promoting intellectual and personal maturity, moving the students to a more applied phase and leaving them responsible for their own acquisition of knowledge (Konwerski & Nashman, 2002). Also, according to DiMaria (2006), this is what students want. Students are hoping to receive more than just an education from their postsecondary experience; students are looking for a greater sense of meaning and purpose, they are looking to gain life skills and learn ways in which they can help their communities (DiMaria, 2006).

As can be seen, I hold the belief that experiential learning has the potential to keep university education relevant, beneficial, and needed. To do so, there is a need for experiential programs to operate within an environment that may include a constant state of flux due to the ever-changing workplace environment, institutional pressures, and student needs. This implies that experiential programs must be evaluated regularly and adapted to keep up with the times. This requires structures, formats, and processes in place to be examined, to discover areas in need of adaptation and improvement. The purpose of this study is underscored by this belief.

Purpose of the Study

Focusing the lens of this research paper on the purpose of the study, it is important to note that this pedagogical shift is examined more locally, within the walls of Brock University. As the Strategic Mandate Agreement states, Brock University is looking to "make the student experience more enriching through experiential learning and other non-traditional approaches" (Brock University, 2012, p. ii). This major research paper will examine the current formal structures of service learning at Brock University, specifically within the Faculty of Applied Health Sciences. The overall purpose is to examine the existing structures, seeking gaps in the service learning programs and to devise a framework to move forward. The major research paper framework will provide a road map (or tool kit) for those that choose to facilitate experiential learning in the future. This framework considers the background of service learning as well as items to contemplate and include when structuring a course, highlighting the need for faculty and staff support, and including helpful tools and resources for implementation and assessment.

Statement of Hypotheses

The hypothesis involves a belief that a critical review of an experiential program will expose gaps in the programs within the Faculty of Applied Health Sciences at Brock University and beyond. Additionally, a review of literature, as well as a review of the program, can generate solutions for the way forward. As such, the literature will help fill the gaps, thus enhancing the programs.

The expected outcome of this research is the discovery of the state of formal processes and pathways within service learning at Brock University within the Faculty of

Applied Health Sciences. This research will help, at least in part, to design a way forward for any gaps in existing work as well as provide a general overview and understanding of service learning in today's academic setting.

Importance of the Study

The impact of this work lies in the development of guiding document(s), by creating mission and vision statements and outlining best-practices. From these guiding documents, it is hoped that service learning course facilitators can better construct their courses, tailoring them to the needs and direction of the students and department, ensuring students get the most out of the experience. Guiding the process can also foster continuation and flow from early experiential opportunities in students' first years of undergraduate work through to their final year of full-time internship. Sharing guidelines, forms, and policies will also help to streamline service learning across the university and better equip facilitators in creating and modifying service learning programs.

Scope of the Study

The scope of this research primarily focuses on the Department of Sport Management, with broader reference to the entire Faculty of Applied Health Sciences, including Community Health Science, Kinesiology, Nursing, and Recreation and Leisure Studies. Further research will need to follow to create a direction for all faculties within the University as a whole.

Outline of the Chapters

This major research paper summarizes a review of literature on the topic of service learning in higher education. Chapter Two provides definitions and sets the context and background for the topic. Next, Chapter Three outlines the research methods,

beginning with the researchers' employment position, as well as the theoretical perspectives (cognitive constructivism and appreciative theory) and the framework for the research, including data collection via content analysis and data analysis via dimensions of reflection. The focus of the methods is a critical review of an organizational situation, as outlined above. Chapter Four outlines the findings, discussion, and concludes with two key elements. The first is a tool kit that provides a definition of service learning and offers an overview of the types of service learning typically employed, as a reference guide for those interested in implementing experiential courses. Second, the analysis offers 10 key points for moving forward in experiential learning courses. Finally, Chapter Five offers a summary of the two research questions provided as well as offering suggestions for directions forward.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The review of literature is presented as an historical background outlining the influence of John Dewey as the spark to the service learning movement. Included within the service learning movement are the various definitions used within service learning, followed by the types of service learning. The chapter then outlines the components of service learning programs as well as the impact on the student, institution, faculty, and organization. Finally, the chapter outlines the implementation of service learning, the positives of experiential education, and issues and resistance the service learning movement faces. Overall, this chapter will showcase research surrounding service learning to date, highlighting its importance, effectiveness, and need for organization and consistency, all the while outlining best practices and gathering information to guide the readers as to the best methods in which to implement a service learning program of their own.

Historical Background

In the late 1960s and early 1970s, higher education introduced a pedagogical shift from a linear, solely intellectual focus to a dual focused pedagogy. The shift came from applying new philosophies based in experiential and emancipatory approaches to learning that generated a strategy called service learning. The influence of Dewey on this new philosophical approach, along with an overview of the experiential learning movement, definitions, and components, including types of service learning, the impact on the student, faculty, and organization, and issues in implementation are addressed. Conclusions are provided on the background history in service learning in higher education. This will be followed by additional chapters that outline the research

methodology and findings that aid to develop a road map for moving forward in service learning, specifically in the Faculty of Applied Health Sciences at Brock University.

The Influence of John Dewey

Service learning was founded on John Dewey's idea that education was not based solely on intellectual pursuits but on a combination of intellectual pursuits with the dualism of multiple facets, such as emotional aspects, doing and knowing, and experience. This philosophy on dualism in education moved beyond the former stance of seeing the mind and body as separate (Kezar & Rhoads, 2001). Alternatively, Dewey believed "*how* students learn is inseparable from *what* students learn" (Chambers, 2009, p. 81).

Dewey offered two beliefs, the first being that the student learning experience, or how they learn, results from the interaction between the student and the environment, which is also known as the principle of interaction. This principle involves a student experience that is both a process of interacting with a learning environment and an outcome in the form of a result of the interactions. As Carver (1997) stated, "processing an experience involves creating an interpretation of what happened and reflecting on potential lessons at hand" (p. 145). Dewey thus encouraged the shaping of a learning environment to facilitate the principle of interaction.

The second belief relates to what students learn and is referred to as the principal of continuity. This principle states that "every experience both takes up something from those which have gone before and modifies in some way the quality of those which come after" (Dewey, 1938, as cited in Carver, 1997, p. 144). Dewey purported that past experiences underscore and affect future experiences. The educational value of the

experience is, thus, a direct result of the students' overall development and the immediate nature of their relationship with their environment. These learning beliefs cannot simply be outlined and implemented in a specific lesson; instead, it requires a continuity of learning called “collateral learning” (Carver, 1997). Learning collaterally, in combination with traditional teaching strategies, is noted as forming a solid base for student learning.

The Service (Experiential) Learning Movement, Definition, Components, and Approaches

The influence of Dewey’s teaching philosophy spearheaded a movement in experiential learning within higher education. While a definition of experiential learning is ill-defined in the literature, it is noted, however, to be an umbrella encompassing service learning. A definition of service learning for this major research paper follows Chambers (2009) and Carver (1997).

> Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. (Chambers, 2009, p. 78)

Overall, "service learning consciously integrates students' experiences into the curriculum" to combat these dualisms (Carver, 1997, p. 143).

It must be noted that there is some general confusion between the terms service learning and experiential learning within the literature, with both terms being used to describe the same concept. Chambers’s (2009) definition, outlined above, includes

service learning within the umbrella of experiential learning, and the Chambers definition is the position being followed in this major research paper.

This movement, encouraged by Dewey, is referred to as experiential learning in the literature and involves institutions of higher education that are working to stay relevant with the goal of encouraging students to make the connection between academics and the marketplace, or the real world. This movement has marked a shift from emphasis on intellectual pursuits to the dual pursuit of intellectual and experiential learning. Exemplifying this, it has been noted that "since 1995 there has been a distinct shift in emphasis in Ontario's postsecondary education system away from liberal education towards a vocational, technical education" (Sattler, 2011, p. 11).

As a result, service learning, including experiential learning, is on the rise. Service learning fills a pedagogical void between education and the real world. According to Kezar and Rhoads (2001), it can help to link teaching and research to each other as well as to the outside world, making more meaningful connections for students.

Furthermore, Kezar and Rhoads (2001) explain that "service learning promotes a seamless view of learning in that it requires educators to link classroom learning with out-of-class experiences. Consequently, conceptual and experiential learning are brought together in a holistic fashion" (p. 156), strengthening one another. Using this holistic view, it is important to remember that service learning does not revolve around who initiates it but around how and what is accomplished. Students, as holistic people, learn best by engaging their mind, body, spirit, experience, and knowledge (Kezar & Rhoads, 2001), and this can be accomplished in experiential learning.

While the outcome of service learning can be broadly categorized as educational, vocational, and social, this can present problems when trying to choose a specific course focus and definition (Chambers, 2009). To help matters, Kezar and Rhoads (2001) purport that service learning courses can be defined by answering the following questions: What are the central learning outcomes we expect from participating in service learning? How does service learning fit within faculty and student work? And last, what key features should be included as part of the service learning experience? In answering these questions, one can more clearly define the focus and outcome of such courses.

Further, Furco (2002) has created a useful outline, shown in Appendix B Table 1, for defining the core focus of service learning programs as *service* learning, *service learning*, and service *learning*, in which the italic lettering depicts the emphasis of the program. *Service* learning, also denoted as capital S, lowercase l, "Sl," is primarily community based, in which the prime beneficiary of the experience is the recipient, and it is based on social cause. An example of this is volunteerism or community service. *Service learning*, denoted as "SL," is a combination of service and learning, where both the recipient and the provider of the experience benefit. Academically speaking, an example of this type of learning leans more towards field education, as both service and learning cannot be separate. Last, service *learning*, denoted as "sL," typically benefits the provider of the experience, is focused on learning, and activities are based on the industry. Examples of this type of program are internships and co-ops (Furco, 2002).

Chambers (2009) promotes that there is a continuum of approaches to service learning, with each approach overlapping the other, engaging action and reflection, connecting academic content to the community, and benefiting both the learner and the

community. The three approaches, philanthropic, social justice, and social transformation service learning include differing degrees of power relationships, participant preparation, target analysis, assumptions about learning, the community, change, and intended outcomes. The philanthropic service learning approach combines the sharing of one's time, resources, and goodwill with those less fortunate, with the goal of providing learning opportunities for the deliverer and improving certain circumstances for the recipient (Chambers, 2009). After all, "service learning initiatives often operate from the perspective of helping the less fortunate" (Chambers, 2009, p. 88).

The social justice service learning approach also involves community groups in need but requires more in-depth reflection, according to Chambers (2009). This approach is meant to empower community members as equal partners. By examining the root causes of social injustice, through collaboration amongst students, faculty and community members, "the program should build community, increase social capital, enhance diversity, and most crucially, engage all participants in problem solving" (Chambers, 2009, p. 89). The goal is to reduce or eliminate injustice, while power resides within the laws and structures as well as within the relationship between those targeted and their allies (Chambers, 2009).

Last, Chambers (2009) states that the social transformation service learning approach contains not only a focus on broad factors causing social inequities but also a focus on transforming those causes and changing the mindset that sustains the conditions. Influenced by Freire's theories of liberatory education, a central goal is "for learners to change and challenge the world, rather than adapt to it without critical thought" (Chambers, 2009, p. 90). While the social justice approach tries to “right a wrong”, social

transformation hopes to alter the system, assumptions, beliefs, and relationships that create and sustain the inequality in the first place.

Regardless of the chosen approach or whether the focus is on *service* or *learning*, one must remember that all stakeholders are affected by the initiatives of the service learning program (Chambers, 2009). Each approach requires various levels of commitment, engagement, and partnership as well as different degrees of risk and benefit between the partners. For example, community partners need to clearly define their needs as well as report their expectations and abilities to facilitate a partnership, whereas faculty need to determine their course objectives and how they align with the community partners as well as which approach to service learning best suits their needs (Chambers, 2009).

Types of Service Learning

"Service learning", as outlined above, is underscored with a focus on "community service activity combined with the study of academic concepts and theories" (Moore, 2010, p. 5). Furthermore, "the missions of service learning programs focus on the twin dimensions of enhancing student learning and development and meeting social needs and promoting social change" (Moore, 2010, p. 5). Often viewed as reciprocal in nature, the intention of service learning is to equally benefit the provider and recipient (Furco, 1996). The focus now moves to outlining an internship and cooperative education within service learning.

Internship. An "internship" can include many facets such as: "exploring the intersection between theory and practice, career exploration and development, or personal and professional development". The internship can also enhance "critical thinking and

conceptual understanding, responsible and ethical behaviour, and the capacity to work with diverse people" (Moore, 2010, p. 4). With the goal of producing more proficient entry-level professionals, internships are structured within the curriculum as work-based learning opportunities (Virolainen, Stenström, & Kantola, 2011). Learning outcomes include increased theoretical knowledge, skills, and application in a professional environment, aiding the students' development of a professional identity and professional socialization (Matthew, Taylor, & Ellis, 2012). Most internships include some form of reflection, and focus is usually on credit-bearing experiences (DiConti, 2004). Students are expected to apply their academic knowledge to a professional setting, and the internship field work is usually rigorous, taking place over numerous consecutive weeks, with close supervision (DiConti, 2004). According to Young and Baker (2004), "internships deserve academic credit when students are able to perform at a higher level of the cognitive domain by reflecting, analyzing, and providing critiques of their experiences" (p. 22).

Cooperative education. In comparison, “cooperative education”, another facet under the service learning umbrella, has been noted in the literature since the early 1900s to combine "the school-based transmission of technical expertise with the traditional benefits of first-hand experience in the mechanical trades" (Moore, 2010, p. 5). Currently, the main function of co-op education is to build students' career skills and knowledge (Chouinard, 1993). Cooperative education has a professional skill-based focus, while "service learning focuses on educationally linked, credit-bearing experiences through service to communities" (Chambers, 2009, p. 81). Working in a temporary position, the emphasis of an internship is generally on education rather than employment, where

cooperative education seems to have a more formal relationship between an employer and educational institution (Chouinard, 1993; Weible, 2010). The work completed is usually integral to the student's academic program and an essential part of his or her final assessment, even if academic credit is not provided for the experience (Chouinard, 1993).

Regardless of the label assigned and the structure implied, at the end of the day, "educational institutions are learning communities, not service agencies, and . . . the primary justification for service programs has to be pedagogical" (Barber & Battistoni, 1993, as cited in Kezar & Rhoads, 2001, p. 154). There are multiple components in a pedagogical service learning program. These are discussed in the next section.

The Components of Service Learning: A Brief Overview

Though some may question the validity of service learning, pondering its ability to live up to the claims of aiding students to learn more deeply and tangibly, it is important to note that service learning is more than merely a volunteer opportunity, with many different characteristics and components at play. While volunteering focuses on service, it is the academic goals that distinguish service learning from volunteering (Allen, 2003). Service learning includes asking the question why, helping students understand the reasons behind performing a particular act, rather than simply going through the motions. While some believe future participation in civic life should be the goal of service learning, others simply stress the goal should be to gain the skills and abilities necessary to think critically and respond to social issues (Allen, 2003).

To aide Dewey’s movement, according to DiConti (2004), a successful experiential or service program must contain four elements in its academic plan: the vision of the experiential course, the design of the course, interaction between student

and facilitator, and the acquired knowledge drawn from the experience. Combined, these elements express the ultimate goal of experiential learning: making a connection between field of study, internship, and vocation. Thus, when a student views an experiential learning course as an opportunity to augment his or her typical school work, and not just as a regular intellect-only focused course, he or she will gain more from it in addition to his or her pre- and postcourse nonexperiential work (DiConti, 2004).

Additional researchers have offered support for Dewey's movement and state how it can be accomplished. For instance, Carver (1997) indicated that service or experiential learning is accomplished by consciously integrating students' experiences into the curriculum. Moore (2010) simply put "the activity is thought to bring the student (intern) in contact with the phenomena, concepts, and problems addressed in classes, curricula, and disciplines" (p. 3). Service learning characteristics, according to Chambers (2009), include linkages to academic content, meeting community-defined needs, and reciprocity.

Carver (1997) purports that there are four characteristics that prevail in effective service/experiential education programs: authenticity, active learning, drawing on student experience, and connecting lessons to the future. Authenticity refers to activities and consequences being understood as relevant to the students, meaning they can identify why they are participating and how it relates to their life. Students also need to be mentally and/or physically engaged to support active learning. By guiding students in building an understanding of the events they have experienced, they can be helped to reflect on the entire process. Also, drawing on reflection, by assisting the learner in connecting the experience to future opportunities, outlining the habits, memories, skills, and knowledge that they have created, students can be aided to create a process and

outcome oriented experiential learning environment (Bringle & Hatcher, 1996; Carver, 1997).

Some researchers argue the need for mutuality or reciprocity in service learning, stating that equal participation between the institution and the community partners is necessary. This idea suggests that both parties should "engage jointly and democratically in identifying needs and how such needs are to be met" (Kezar & Rhoads, 2001, p. 160). Pressing even further, others believe the community partner is to solely decide what needs will be met (Williams, 2004). Depending on the type of service learning course implemented and the goals of said course, mutuality or reciprocity may or may not be important. Bringle and Hatcher (1996), for example, believe that the learning objectives of service learning courses should include not just professional skills but the importance of civic responsibility within the community.

Regardless of the particular approach to service learning, students gain from a number of components. For instance, they can heighten their awareness of the link between theory and practice compared to traditional teaching methods, and the experience makes the classroom "more interesting, current and responsive to student learning needs and social dynamics" (Chambers, 2009, p. 93; Bringle & Hatcher, 1996; Virolainen, Stenström, & Kantola, 2011). Students can learn from the community because it is said to represent a microcosm of the approaches and theories taught in the classroom (Konwerski & Nashman, 2002). DiMaria (2006) demonstrates this connection by highlighting that

> when the accounting major helps poor citizens do their taxes, when the nursing student helps with screenings in the local community health centre, and when the

> computer science major helps small, nonprofit organizations, they all realize the connection between occupational and civic skills. (p. 52)

Thus, history has shown that when service learning is done well, students will learn a great deal more than they contributed, although the organization will likely feel they were the main beneficiary through the services the student provided (Konwerski & Nashman, 2002). This leads to a larger discussion offered below on the impacts of service learning.

Impact of Service Learning – Students

There are multiple impacts of service learning on students, including factors such as selection, goals, and opportunities. In selecting an internship, Stratta (2004) found that personal factors students take into consideration include compensation, location, and timing of the internship as potentially affecting their opportunity for development. Further, Stratta's work indicates that the establishment of a professional reputation and a network all played an important role in impacting and influencing the student in the selection of an opportunity. Students expressed a need to access opportunities in order to demonstrate value regarding a task or project and in turn be recognized for those efforts (Stratta, 2004). Students also hoped opportunities would be provided to gain timely feedback to aid their development in a profession. In circumstances when an offer of employment was not the final outcome of the internship, students wanted to ensure they had networked themselves professionally in order to gain greater opportunities after graduation (Stratta, 2004).

Student goals for applying to an internship program have been established through a set of multiple choice questions in a research study by Hynie, Jensen, Johnny, Wedlock, and Phipps (2011). Their study found that most students responded with two

general goals of participation: community impact and personal impact. Students interested in community impact listed: benefit the community, and help the organization meet its goals. Personal impact goals were listed as: acquire academic knowledge, learn about community organizations, build network and partnerships, and improve employability. It has been noted that "factors that pertained to professional goals included the mission of the agency, the size of the agency, and the industry's perception of the agency" (Stratta, 2004, p. 27). Last, appropriateness, clarity of and scope of work, and the degree of respect and exploitation one would encounter in the service learning environment all played a role in students' professional growth. Importantly, in the sport management world, while these goals may not coincide with the goals or outcomes of the academic process, they cannot be ignored, and facilitators should strive to enable the achievement of such goals.

Stratta (2004) is one of the few researchers who presents a more full account surrounding the internship experience and what *students* are hoping to get out of it. These findings are summarized in Appendix C, Figure 1, Typology of Students' Responses Regarding the Internship Experience. Above all, this figure outlines that students expect to gain experience and access opportunities that will lead to future employment in the industry. In order to do so, students felt the development of their professional self and/or their professional relationships would help get them there (Stratta, 2004). Students felt that opportunities matching with personal factors, with professional goals, and exposure to professional challenges would enhance their professional development.

Impact of Service Learning: Institution

From an institutional standpoint, many institutions of higher education claim a commitment to the preparation of engaged, responsible citizens (Bringle & Hatcher, 1996; Chambers, 2009) and that service learning can aid to fulfill this mission. In order for service learning to be successful, it must involve a commitment from institutional leaders, faculty, and staff (Allen, 2003; Chouinard, 1993). Institutional support includes clarifying a mission and ensuring that practice reflects the mission. Institutions also need to examine how their curriculum can better serve community engagement and invest in such infrastructure (Bringle & Hatcher, 2000). Bringle and Hatcher (1996) delineate that

> the efforts and investments devoted to initiating service learning must be complemented with the resources to sustain and expand the program. Institutions should examine their faculty reward structures to determine how they facilitate and inhibit faculty involvement in service learning. (p. 227)

Within the institutional confines, service learning support staff cannot be seen as less legitimate than faculty and the programs they offer cannot be considered to be less rigorous or worthwhile (Kezar & Rhoads, 2001). Although faculty members within the institution may not be directly involved in the facilitation of service learning courses, they need to remember that what they teach directly impacts students and indirectly affects the work they do at their site when they are representing the institution. It is important to remember that the overall goal for an institution, including the instructors and students, is to enrich and enhance the community (Konwerski & Nashman, 2002).

Impact of Service Learning: Faculty and Staff

The impact of service learning on faculty is multifaceted, including encompassing a range of challenges. Bringle and Hatcher (1996) stated that when it comes to service learning, "faculty involvement is critical because service learning in its most common form is a course-driven feature of the curriculum" (p. 227). This implies that faculty and staff are generally aware that the implementation of service learning is a time-consuming venture. That said, Harrison (2010) outlines that faculty typically involve themselves in service learning because they are motivated by the student benefits offered by this form of learning. These benefits serve as a motivator for effective facilitation, but the challenge comes in providing fair compensation and course relief time. Further, these challenges can cause impacts in the promotion and tenure policies process. Furco (2001) reminds us that promotion policies do not often recognize service learning involvement to the same extent as other, more traditional scholastic endeavours, even though they often require more hours and effort to create and implement. Furthermore, Sattler (2011) believes these difficulties of categorizing and positioning service learning places financial pressure on the department and makes it difficult to manage internal workloads.

Moreover, Sattler (2011) found that challenges facing faculty and staff include vast amounts of administration and paperwork, difficulties securing placements while meeting employer and student demand, difficulty managing expectations from all parties involved, lack of institutional support, creating and implementing work-integrated learning (WIL) curriculum, a need for faculty support, and a changing workplace. However, Sattler goes on to outline several opportunities for institutions, faculty, and staff to enhance service learning. These opportunities include changing to facilitate

improved coordination and communication with employers, expanding service learning program opportunities, especially in international student participation, tax credits for organizations, and financial incentives for employers, as well as an increased commitment to service learning from higher education institutions.

Impact of Service Learning: Organization

This section outlines service learning from an organizational perspective. Service learning has been noted to impact organizations in various manners. From a recruiting perspective, organizations tend to use a variety of methods, such as referrals from employees and former interns as well as university faculty when sifting through internship applicant pools. The organization is made up of people, and these individuals have roles that impact the organization's program as a whole. Thus, the interconnection of these groups can be fruitful for students and faculty, as networking through these personal nodes can be highly effective (Williams, 2004). "Strong relationships between faculty and agency supervisors offer obvious advantages in many internship recruitment situations, particularly for those institutions with a strong alumni presence in the sport industry" (Williams, 2004, p. 31). Organizations and community partners also emphasize the interview process, believing it to be an important part of candidate screening, giving them the ability to seek a student with the right skills and capabilities (Sattler, 2011).

While recruiting is important, a greater concern and driving force for organizations is student preparation and quality when considering selecting students. "Agencies often judge a program based on successful experiences in the past with strong interns" (Williams, 2004, p. 31). In an intern, organizations are looking for a strong skill set surrounding some of the following “soft skills”: enthusiasm towards both routine and

meaningful tasks, strong communication skills, business industry understanding, maturity, teamwork, independence, initiative, and a positive work ethic (Williams, 2004). While job-specific knowledge is an asset, most organizations note that it can be learned through job performance. Sattler (2011) points out that the ability to problem solve and learn independently are amongst the top attributes organizations seek. Contrastingly, Williams (2004) outlines that organizations are frustrated by interns who do not understand proper attire, timeliness, deadlines and other qualities related to professionalism. Therefore, Williams reminds us that facilitators have a large role in preparing the student to fully appreciate the opportunity and requirements at hand. Thus, lessons and resources regarding professionalism need to be provided by facilitators to ensure job readiness and satisfaction.

Not to be overlooked, the structure of internships and work placements is important to organizational supervisors. Unsurprisingly, organizations report that students receiving academic credit for their work are usually more reliable and serious about their work. Additionally, students involved in organizations full-time tend to be more involved and incorporated in the organization (Williams, 2004). As such, organizations are more likely to seek a full-time student placement position for academic credit.

Last, from an organizational perspective, the roles and responsibilities of the internship supervisor play a considerable part in the commitment to and learning experience that can be provided to a student. The various credentials and experience, or lack thereof, can vary considerably from one supervisor to the next, and this needs to be acknowledged and taken into consideration. As Virolainen, Stenström, and Kantola (2011) remind us, "supervisors in the workplace are not necessarily education

professionals. They may find it difficult to guide, negotiate, and explain tasks" (p. 477). Surprisingly, researchers have found that most service learning programs provide little formal support for organizational supervisors, meaning they may be ill-prepared regarding their supervisory and evaluative roles (Sattler, 2011). This can be perceived as a major barrier, but organizations report accepting the amount of institutional support they receive. However, they still face their own challenges, such as: workload and staff management to support student supervision, differing institutional procedures and processes, matching student availability with the organizational calendar, short WIL placement duration, quality of the student, managing expectations of all parties involved, organizational location, and administrative and paperwork demands (Sattler, 2011). As can be seen, many of these challenges are the same issues that plague faculty. By attempting to streamline the departmental process across individual institutions, perhaps some of these issues can be avoided for both the organization and the faculty. Additionally, by providing some sort of written documents outlining policies, procedures and effective supervision and evaluation strategies, supervisors can be better prepared, thus improving the process for all involved.

Implementation of Service Learning

This section begins with a general discussion on the literature surrounding the implementation of service learning and then discusses the positives, issues, and resistance within this type of learning. To begin, it has been noted by Chambers (2009) that

> because service-learning is a relatively new practice in Canada, it is critical to establish a sense of the range of forms that service-learning can and cannot take,

> as well as the potential impact of the chosen form(s) for each institution and its community partners. (p. 79)

Student engagement that leads to success includes time and effort, both in and out of the classroom, on behalf of the student, and scholastic opportunities and services from the institution to enable such experiences. However, it is important to note that it is the quality of engagement, both energy and commitment, that provides the greatest value and impact on student learning (Chambers, 2009).

According to DiConti (2004), "an important goal of the experiential program is to learn how to transform experience into knowledge, and then use this knowledge for individual and collective development" (p. 175). With a range of responsibilities, a service learning resource person may straddle both academia and student affairs, working closely with faculty, staff, students, and additional administrative personnel to develop service learning specific objectives (Kezar & Rhoads, 2001). The service learning resource person needs to ensure the field work environment is equipped for learning while concurrently encouraging students to recognize the transferability of the curriculum to the environment (DiConti, 2004). As such, if this position is held by a faculty member, his or her role may change from that of a typical lecturer to a facilitator, aiding the students in making sense of their educational experience.

Further, when implementing service learning, it is important to challenge students' reflective thought, and thus certain reflective themes must be included in the service-learning experience: "The best reflection is continuous in time frame, connected to the 'big picture' information provided by academic pursuits, challenging to assumptions and complacency, and contextualized in terms of design and setting" (Eyler, Giles, &

Schmiede, 1996, as cited in Kezar & Rhoads, 2001, p. 155). A good service learning program also needs to have a strong link to academic substance, meet an actual community need, and most important, involve the student in the project at hand throughout all stages, including design, implementation, and evaluation (Allen, 2003).

Additionally, "Deweyan philosophy also suggests that evaluations encompass all aspects of learning. Evaluations should avoid reinforcing the distinctions between affective and cognitive, or curricular and co-curricular learning" (Kezar & Rhoads, 2001, p. 167).

> We need to foster critical thinking through decisive methods of instruction, so students can understand not only how to do things, but why they work the way they do, and what ethical principles are at stake as they engage in real-world activity. (Moore, 2010, p. 11)

According to Chambers (2009), in order to be effective, students must fully involve themselves, without bias, observing and reflecting on the experience from various perspectives. In doing so, they are able to create constructs that tie their observation to theory, thus enabling them to further their decision making and problem solving skills. With the appropriate support staff in place, these goals can easily be achieved.

Positives of service learning. Academically, there are many positive results of service learning for students. As Kezar and Rhoads (2001) point out, there is "strong evidence linking service learning to advancing critical reflection and writing skills" through course components (p. 155). Challenging students to write about their experience

and confront their general assumptions through reflection forces them to think about their world in more complex ways and allows them to consider their role in society.

Matthew et al.(2012) also state that a positive of service learning is that students' learning can be categorized as surface or deep and fragmented or cohesive. Each category can be determined and strategies established to improve the service learning. Cohesive and deep approaches to learning indicate a higher quality learning experience, and this is what experiential learning strives for. Through service learning, students experience educational opportunities that are not only positive at the time but also foster lessons to take away from the experience, and not just the specific tasks and duties at hand (Carver, 1997). It is said:

> People learn through others' behaviours and attitudes and the outcomes of those behaviours and attitudes . . . . In service learning, human behaviours are functions of the interaction between students' meaning-making processes and action choices, academic information, and human and environmental forces . . . . The factors that motivate students to attend to, retain, and apply the lessons learned from their various experiences . . . are . . . essential to effective social learning. (Chambers, 2009, p. 81)

For today's students that are most interested in translating their education into better employment, Weible (2010), Chouinard (1993), and Sattler (2011) outline numerous, less academic benefits which relate to employment as a result of participation in service learning. These benefits include, but are not limited to, the following: increased starting salaries, increased job satisfaction, earlier job offers, more job offers, development of communication skills, improved career preparation, improved job skills,

enhanced creative thinking, enhanced interview and networking skills, and stronger resumes. Bennett, Eagle, Mousley, and Ali-Choudhury (2008), Matthew et al. (2012), and Chouinard (1993) also share the belief that students and employers alike reap significant benefits from formal educational work placements. For students, these benefits include an easier transition from postsecondary education to full-time employment as well as a faster adjustment to organizational norms and greater self-concept and -confidence educationally as well as within real-world working situations. Graduates are believed to be more committed, with greater transferable skills and adaptability, while teamwork and responsibility enhance the development of critical thinking, decision making skills, cooperation, and ethical awareness (Bennett et al., 2008; Chouinard, 1993; DiMaria, 2006). Bennett et al. (2008) indicate that 67% of companies prefer to hire graduates who have participated in a work placement, citing that they tend to fit in to an organization quickly and easily. Additionally, only 42% of employers believed that student paid work experience, during either term or vacation, was just as valuable as formal work placements (Bennett et al., 2008). This means that the majority of respondents valued work placements over paid work opportunities. Ultimately, from a student perspective, DiMaria (2006) took note of a student comment that suggested all students should be required to enroll in a service learning course as it teaches things that cannot be taught in the classroom. Through experiential learning, students gain a better understanding of their field work by combining classroom theory with practical experience (DiConti, 2004). Students report learning a wide variety of professional skills which they will apply to their future careers (Hynie et al., 2011).

From a faculty perspective, positives of service learning include placing a greater emphasis on building instructor skills and developing faculty-wide appreciation for service learning pedagogy. These efforts include learner variability and focus on the needs of the student, using a more learner-centred approach. By integrating these needs, the learning environment is improving, becoming more collaborative, and expanding more broadly (Konwerski & Nashman, 2002). While these aspects are beneficial to the service learning realm, they also spill over into everyday teaching, enhancing the overall content delivery of the faculty member.

Benefits of service learning to the educational institution include an enhanced reputation, smarter students, varied forms of funding and new scholarships, increased networking within the community, external curriculum assessment, and practitioner advice (Bennett et al., 2008; Sattler, 2011; Weible, 2010). Bringle and Hatcher (1996) go on to highlight that students enrolled in service learning have more positive course evaluations, their beliefs and values toward service and the community are more positive, and they have higher academic achievement during their midterm and final exams. Although underrecognized from an educational institution standpoint, service learning can be immensely beneficial for recruitment. According to Weible's (2010) research, 81% of U. S. business schools polled reported that students are more likely to enroll at educational institutions with service learning programs, as these types of programs serve as an appealing opportunity to incoming students. Additionally, 87% reported feeling more connected to their community as a result of the experiential programs, further benefiting the reputation of the institution (Weible, 2010). This is interpreted to mean that students perceive institutions offering internship experiences as more valuable than

nonexperiential programs, thus boosting institutional enrollment and creating a greater sense of community connectedness amongst the student body.

Institutions also benefit from service learning through enhanced relationships with their alumni, as service learning is a perfect avenue through which to remain in contact. "Students who see value in the [co-op] program tend to become engaged alumni" (Sattler, 2011, p. 75). Researchers found that a large majority of placement employers are alumni who believe in the program or want to give back, while others see it is their duty and obligation to the profession (Sattler, 2011). Regardless of the reason, these alumni become excellent ambassadors for the program.

The positives of service learning do not fall just on the students, faculty, and institution, but also on the employer. Through association with the industry, institutions can make sure their curricula and research reflect the local and regional needs and dynamics of the marketplace, ensuring worthwhile content delivery to students and enhancing an institution's credibility in the business world (Bennett et al., 2008). This ability enhances institutional–organizational relationships and is supported by Hynie et al. (2011) and their statement that "practitioners and academic researchers possess different forms of knowledge and can learn from each other" (p. 239). Additionally, long-term employees may be empowered by the opportunity to mentor a student and act as a supervisor through sharing their workplace expertise (Sattler, 2011). This can help create a culture of learning in the work environment, helping build capacity and job satisfaction amongst employees.

Brooks and Greene (1998) are of the opinion that "there doesn't seem to be a downside for employers offering internships" (as cited in Williams, 2004, p. 30). Benefits

to the employer include improved productivity, access to the best students, access to better future employees, improved hiring decisions at a low cost, exposure to new ideas, connection(s) to educational institutions, satisfying social responsibilities, and obtaining temporary help (Sattler, 2011; Weible, 2010; Williams, 2004). From an employer standpoint, Bennett et al. (2008) also outline that placement students require less training, are more ambitious and motivated, and tend to experience less culture shock. Overarchingly, employers agree that formal work placements are useful in developing critical employability skills (Bennett et al., 2008; Sattler, 2011). Requirements within the field, such as taking initiative, decision making, questioning, investigating, problem solving, responsibility, accountability and integrating prior knowledge help students make a connection between curricular and outside accomplishments (DiConti, 2004).

Although some students may feel ill-equipped when entering the professional setting, they will naturally adapt and understand organizational structures and protocol within the environment in which they are working (DiConti, 2004). Upon departure from the professional environment, students report learning more about their field of study, but also that the internship

> helped them build and refine specific research skills . . . It is possible that they initially underestimated how much they could learn about research in a non-academic community setting and how much relevant knowledge the community possessed emphasizing the value of internships for promoting recognition of community knowledge, and reinforcing the need for reflection to deepen their understanding and handling of complex social issues and problems. (Hynie et al., 2011, p. 246)

Issues and resistance within service learning. While there are many positive outcomes of service learning, there are issues within, along with resistance to the framework from students and faculty. Students often resist the efficacy efforts of experiential learning, tending to "care more about doing the work than about reflecting on it; and they often see the internship as a mode of career exploration, as a foot in the door, and not primarily as a learning experience" (Moore, 2010, p. 10), just as we learned earlier. Without examining the experience with some level of scrutiny, the students will gain little from the experience connecting their academic and real world. Maintaining academic rigor should be of the utmost priority (Young & Baker, 2004).

Additionally, negative or disconnected experiences can weaken a students' commitment, thus increasing the likelihood of withdrawal from the course and potentially the educational institution. As such, positive and integrative experiences are crucial to student success as well as retention (Chambers, 2009). Moreover, the needs and concerns of students have gained little attention and research over the years. With a lack of a student voice, service learning programs are doing the best they can, but could do more to cater to the needs and wants of the student if research were performed to learn of these desires.

From a faculty perspective, some academic scholars do not fall in line with Dewey’s philosophy and "see an impenetrable divide between cognitive and affective learning, or classroom and out-of-classroom learning" (Kezar & Rhoads, 2001, p. 149). This makes it difficult to legitimize service learning and highlight the academic side of out-of-classroom experiences. Others question how a student can be assessed under the supervision of a practicing professional who does not hold typical academic credentials

and therefore may not support academic values such as inquiry, reflection, collaboration, and intellectual growth (Young & Baker, 2004).

Further challenges include "whether experience is an appropriate source of learning in higher education, and, if it is, whether existing pedagogical methods realize its potential" (Moore, 2010, p. 7). To address the appropriateness of the source of learning, it depends on one's view of the mission of higher education. Some idealists view higher education as a place for the study of the classics, science, and theories, while pragmatists believe it should serve practical social purposes, with a dedication to democratic values (Moore, 2010). "There is a problem of fit: the kinds of knowledge-use in the workplace or service site do not map easily onto the kinds of knowledge propounded by the college curriculum" (Moore, 2010, p. 8). As a result of this problem of fit, "one could argue that the function of higher education should be revised . . . bridging the existing chasm between theory and practice, between objective science and normative action" (Moore, 2010, p. 9).

With respect to whether or not service learning fulfills its learning potential, the issue is in determining whether teaching strategies make the best use of educational opportunities, questioning "what value is added by the university to the inherent educational value of the direct experience of work or service?" (Moore, 2010, p. 9). At the root of this question lies the fact that transfer of knowledge from one context to another does occur, but only when attention is drawn to the connection for the learners, encouraging them to examine those connections (Moore, 2010). As Chouinard (1993) outlines, it is the responsibility of the instructor to provide relevant feedback to the students, including before, during, and after their internships, to draw out this connection.

"Neither the experience of work in general, nor any particular form of work experience, are in themselves intrinsically beneficial; it is the way in which the workplace learning is related to and integrated into the program of study that adds value" (Sattler, 2011, p. 32).

Another challenge to service learning, and potentially one of the greatest, may be that of engaging faculty. Some faculty claim they do not have the time and or the interest to try new strategies. Untenured faculty, on the other hand, find it risky to engage in experiential teaching methods and also feel they do not have the support to do so (Abes, Jackson, & Jones, 2002), while new faculty do not have the privilege of diverting their time away from research in order to develop a course (DiConti, 2004).

For those faculty that do engage in service learning, it becomes troublesome trying to determine what faculty involvement is considered. "The tripartite divisions of teaching, research, and service make it difficult for faculty to adequately communicate their efforts in the area of service learning, which often combines two or even three of these dimensions of faculty work" (Kezar & Rhoads, 2001, p. 150). This means support staff is crucial, as well as the proper development of such positions, along with acknowledgement with respect to work load and involvement. This is interpreted to mean that if faculty saw this as valuable towards their tenure process, efforts could be made to further advance service learning. Herein lies the importance of departmental, faculty, and institutional support.

Summary of Literature Reviewed

As can be seen from the literature reviewed, there has been a shift in movement towards experiential education, as sparked by Dewey. This is positioned as a positive shift in education with many rewarding results. The literature also highlighted the need

for an experiential learning academic plan, as without one, problems can result surrounding the direction and focus of courses as well as faculty and staff commitments, among others. It has also been noted that coordination within institutions, between faculty, staff, students, and the organizations, can be improved through increased experiential learning structures. It is my hope that the literature reviewed will illuminate the importance of the research questions, highlighting what best practices might look like, as well as the importance behind improving existing institutional structures. The research questions will be answered in further depth in subsequent chapters.

CHAPTER THREE: METHODOLOGY

The purpose of this major research paper is to examine the formal structure(s) of service learning at Brock University, specifically within the Department of Sport Management and the Faculty of Applied Health Sciences. The aim is to complete a critical review of service learning. In this case, *critical* refers to the act of evaluating and exercising careful judgement to correct or improve scholarly designs (Merriam-Webster's Online Dictionary, n.d.). This critical review of service learning will include the structures and gaps in service learning programs and devise a framework to move forward. The major research paper framework will provide a road map (or tool kit) that encompasses a best practices guide for those that choose to facilitate experiential learning in the future. This framework considers the background of service learning as well as items to consider and include when structuring a course, highlighting the need for faculty/staff support, and including helpful tools and resources for implementation and assessment.

This major research paper was guided by two research questions, including:

Question 1: What are the best practices in service learning structure?

Question 2: How is service learning structured at Brock University within the Faculty of Applied Health Sciences?

These research questions are underscored by the unique situation of the researcher's employment involvement in relation to the topic, as well as the two theoretical perspectives outlined below.

Researcher's Employment Involvement

It is important to note my position as an author of this major research paper. I am currently employed as the Experiential Learning Coordinator in the Department of Sport Management at Brock University. I have been in this role for the period including the past 12 months.

My employment position sparked my interest in this research topic. While my formal position is new to the department, experiential learning has successfully taken place since the Sport Management program was created in 1996. As a result, I had assumed policies, procedures, missions, visions, and the list goes on, would already be in place. As I discovered, these requirements I was looking for were not installed in any clear, concise format, but rather up to the discretion of the course facilitator, if the course facilitator knew how to effectively run an experiential program. Therefore, I turned to my colleague that holds the same position in the Department of Recreation and Leisure Studies. Much to my dismay, she expressed the same sentiment: None of these structures existed. Hence, I turned to our university-wide Service Learning Resource Centre and other experts across campus, only to find a similar response. I soon discovered that I was operating under the assumption that as an educational institution, these structures were already in place. They were not, which ignited my interest to research this topic, consulting experts and literature in this field to create solid, research-reinforced programs for our students.

It is from my unique lens that I present the information, and it is this perspective that was utilized in the reflective analysis in this major research paper.

Theoretical Perspectives

The two theoretical perspectives utilized in this major research paper were: appreciative theory and cognitive-constructivism.

Appreciative Theory

This major research paper utilizes the position of Cooperrider and Whitney (2005), Watkins and Cooperrider (2000), Cameron, Dutton, and Quinn (2003), as well as Grant and Humphries (2006) with respect to appreciative theory. This position follows the definition that appreciative theory is "a paradigm of thought of understanding that holds organizations to be affirmative systems created by humankind as solutions to problems" (Watkins & Cooperrider, 2000, p. 6). This implies a "glass half full" concept to the examination of service learning programs at Brock University, rather than a negative list of complaints and problems. This perspective aids to move forward in a positive manner.

Cognitive-Constructivism

This major research paper follows the cognitive-constructivist stance founded in Dewey (1933) and Piaget (1951). In Dewey's work, he promoted learning by doing, and it demonstrated the interrelatedness of theory and practice as contributing to the growth of an individual. Also, Michelson (1996) promoted Piaget's constructivist view that learning was constructed knowledge produced through an interaction with the environment.

The cognitive method includes an assumption that its key strength involves the ability to train to do a task consistently (Schuman, 1996). This implies that multiple experiential programs can establish similar formats, practices, and structures. Therefore,

shared knowledge for the utilization of experiential learning can be beneficial across institutions, faculties, and departments. In addition, students can follow similar pathways within the steps provided to guide them through their experiential learning within multiple departments, faculties, and institutions.

The constructivist method comes into play by offering differentiated opportunities in experiential learning between departments, faculties, and institutions. This is because the constructivist methodology encourages the development of interpretive understandings based on the context and purpose. The contexts in experiential learning can vary greatly; as well, the purpose can be personalized.

The combination of the strengths of both the cognitive and the constructivist methods generates a unique methodology that allows for both the standardization and specificity of experiential programs. This falls in line with the specific learning beliefs of the author of this major research paper.

Data Collection

In this major research paper I utilized content analysis, which was defined by Krippendorff (2004) as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p. 18). Krippendorff "also assigns content analysts a particular role *vis-á-vis* their objects of inquiry" (p. 29). An assumption within the content analysis methodology is "that the analysis of texts lets the researcher understand other people's cognitive schemas" (Duriau, Reger, & Pfarrer, 2007).

Within the paper I followed a framework of steps based upon Krippendorff (1980) and Weber's (1985) content analysis methodology:

1: Establish the sampling units. In this study each sampling unit was a document on service learning at Brock University in the Faculty of Applied Health Sciences.

2: Determine the unit of text. Each text in this study was derived from the Brock University website, Strategic Mandate documents, and previous PhD literature on the topic.

3 & 4: Establish the coding themes and subthemes. The themes in this study were derived from DiConti's (2004) work on a successful experiential program that included the vision, the design, the interaction, and the acquired knowledge.

5: Establish the coding mode. The data collection mode in this study involved human coding, which entails a manual search of documents for the coding themes and subthemes.

In this study it was assumed that what was written in the documents constituted the state of the experiential learning program at Brock University in the Department of Sport Management within the Faculty of Applied Health Sciences. However, it was noted that understandings are continuously evolving, and this examination indicates perspectives and a position in time.

Data Analysis

I then conducted the analysis utilizing the four dimensions of reflection by LaBoskey (as cited in Bain, Ballantyne, Packer, & Mills, 1997, p. 4). These dimensions included: (a) the purpose, (b) the context, (c) the content, and (d) the procedures.

Biases and Limitations

A bias to be noted is that I am the Experiential Learning Coordinator in the Department of Sport Management at Brock University, as noted above. This position

may, in some way, skew my analysis and interpretation based on my reflections which are couched within the department in which I work. As a researcher, I am cognizant of this bias and will work diligently to keep it in mind and use this awareness to overcome it in my research and reflective activities, examining all sides of the research as well as all avenues of the state of experiential learning here on Brock University's campus.

One limitation in this study includes weak documentation of formal structures surrounding service learning at Brock University. Another limitation is the fact that the results of this major research paper may or may not be applicable to other facilities and/or institutions and their experiential learning programs.

Overview of Methodology

Research questions	1. What are the best practices in service learning structure? 2. How is service learning structured at Brock University within the Faculty of Applied Health Sciences?
Theoretical perspectives	• Appreciative theory • Cognitive-constructivism
Data collection	The five steps of content analysis by Krippendorff (2004) and Weber (1985)
Data analysis	The four dimensions of reflection by LaBoskey (as cited in Bain et al., 1997, p. 4)

CHAPTER FOUR: FINDINGS AND DISCUSSION

Problem

I have examined the current formal structure(s) of service learning at Brock University, specifically within the Faculty of Applied Health Sciences. My study was guided by two research questions, including:

Question 1: What are the best practices in service learning structure?

Question 2: How is service learning structured at Brock University within the Faculty of Applied Health Sciences?

Purpose

The purpose of this study was to examine the structures of service learning at Brock University, seeking gaps in the service learning programs and to devise a framework to move forward. The framework will provide a road map (or tool kit) for those that choose to facilitate experiential learning in the future. This framework considers the background of service learning as well as items to consider and include when structuring a course, highlighting the need for faculty and staff support, and including helpful tools and resources for implementation and assessment.

The findings and discussion are framed with the four dimensions of reflection by LaBoskey (as cited in Bain et al., 1997, p. 4). These dimensions include: (a) the purpose, (b) the context, (c) the content, and (d) the procedures. The findings and discussion for each of these dimensions will now be outlined.

Context

To keep abreast of changing times, institutions of higher education need to stay

relevant, competitive, accessible, and flexible. As a result, they are attending to a shift in focus for students from the typical academic focus to an experiential focus. This shift calls for a rise in interest in service learning and a need for understanding and use of service learning opportunities and infrastructures. The shift is aiding both programs and students to remain relevant and applicable for today's workplace.

In 2011, there were 6,181 Brock University students enrolled in curricular courses involving community engagement. Additionally, approximately 6,890 students were involved in stand-alone, extracurricular community service activities, equalling at least 65,000 hours of volunteerism in the community, both locally and abroad (Brock University, 2012).

> When added to Brock's significant presence in cooperative education - the third largest in Ontario and the fifth largest in Canada, with more than 3,000 undergraduate and graduate students enrolled in 34 programs - it is clear that Brock students have many unique learning opportunities. (p. 1)

These statistics were put forward in the university's 2012 Strategic Mandate Agreement (SMA) submission, the result of a request issued to all Ontario universities by the Ministry of Training, Colleges and Universities (MTCU), in an attempt to inform future decisions surrounding funding allocation and program approvals. The goals of the MTCU's request included: (a) to increase differentiation between postsecondary institutions by highlighting distinctive strengths, (b) to inform discussions surrounding increased productivity, and (c) to learn of innovations that would support higher quality learning (Higher Education Quality Council of Ontario, n.d.). It was noted that after all, "postsecondary education quality and accountability are major public policy concerns.

Evidence of contribution of work-integrated learning (WIL) to improving student learning is important in determining the pedagogical rationale for maintaining or expanding WIL in various postsecondary programs of study" (Sattler, 2011, p. 9).

As such, while the above-mentioned statistics may seem impressive, Brock University not only complied with the requests of the MTCU but listed the desire to expand community engagement in service learning as a component of its number one priority. Since institutions of higher education supply the largest number of workers into the labour market, "an effective, flexible, and responsive system of postsecondary education and training has been recognized as an essential investment in human capital" (Sattler, 2011, p. 3). Hence, the SMA went on to say that

> an additional 200 first- and second- year students will be provided by new service learning courses developed using Brock's established model. These courses enhance student engagement, community involvement, and student academic success by awarding academic credit for service learning in community-based placements. (Brock University, 2012, p. 3)

Moreover, Brock's SMA regarding service learning states:

> Brock put(s) students' priorities and interests at the forefront . . . by expanding the choices that students have in content delivery and learning models. . . . we know that our students expect and demand more flexibility in how, when and where they can study and learn. . . . we have invested substantially in the operations of our Centre for Pedagogical Innovation (CPI) and as a result, we are . . . coordinating initiatives designed to further enhance the University's teaching and learning culture through a full range of traditional, experiential and innovative

> pedagogies. We also will be incorporating learning outcomes with all new teaching and learning initiatives. (Brock University, 2012, p. ii)

To accommodate such claims for increased experiential learning, the university has created the Centre for Service Learning, housed within the CPI. Just wrapping up its first year in operation, with a Faculty Associate and Service Learning Coordinator, "Brock has approved service learning credit courses and expanded student opportunities for international service learning" (Brock University, 2012, p. 1).

Content

Specifically, despite differences from within the Faculty of Applied Health Sciences regarding type, duration, topic, and students, each of the five departments are engaged in multiple forms of experiential learning, drawing on students' experiences and helping make connections between theory and practice. Across the faculty, at least 30 such courses exist:

RECL 4F02	SPMA 4P92	NUSC 3P94	PEKN 4P16
RECL 4F15	SPMA 4F01	NUSC 4F92	PEKN 4P22
RECL 4F25	SPMA 4F02	NUSC 4F96	PEKN 4P80/81
RECL 4F26	NUSC 1P16	NUSC 4F98	PEKN 4P82
CHSC 3P33	NUSC 2P14	PEKN 2P92	PEKN 4P89
CHSC 3P95	NUSC 2P16	PEKN 3P32	PEKN 4F32
CHSC 3F97	NUSC 3P90	PEKN 4P02	
SPMA 3P02	NUSC 3P92	PEKN 4P12	

Additionally, within the five departments included in the faculty, four employ experiential learning coordinators or staff members within a similar role. While this is a step in the right direction as the Faculty already has more resources than most, no formal processes, pathways, or shared resources exist, and an interpretation is that the university can do more to coordinate efforts.

The creation of an experiential learning committee in 2012 continued to enhance the faculty's offerings; however, once again, although it is beneficial that such a committee exists, it is important to note that the meetings are infrequent and little has been accomplished. Continuing, Brock University, as a whole, has a Service Learning Resource Centre (SLRC), and this is a positive initial step. With one faculty associate and one service learning coordinator, the Centre is there to provide support and guidance in creating new courses, including content, and incorporating service learning into existing courses (Brock University, n.d.). The Centre is new and, understandably so, seems to be taking time to get established. The website includes a list of four service learning courses across campus, which is wildly inaccurate as at least 30 such courses exist within the Faculty of Applied Health Sciences. The website is, thus, in need of updating.

Encouragingly, the centre runs a lunch series information session. Currently, perhaps due to the variability of service learning courses, it does not seem equipped to provide staff and faculty with a how-to package. This however, could be a next step. Without a stated mission or vision (M. Raddon, personal communication, February 7, 2013), many university staff members feel the purpose of the SLRC is unclear, and it is difficult to determine their direction, what they are striving for, and what assistance they can provide. As of right now, the onus is on faculty and staff members to contact the

SLRC, hoping to be informed of what they do not know. A how-to package, with a stated mission and direction, could solve this issue.

Furthermore, a service learning Sakai site exists as part of the SLRC, with a host of resources. However, this site was last updated in 2010. Navigating the site is cumbersome, with many links no longer valid. Copious amounts of options leave the navigator overwhelmed by information but with no real answers in hand, yet important resources for framing service learning courses, such as a folder labeled "Brock Service Learning Course Outlines" remains empty. Again, updating material disseminated, this time via Sakai, could be a positive step forward.

Along with the university's newly created centre, the Faculty of Applied Health Sciences has four experiential learning coordinators, and the SMA is pushing for service learning increases, yet the models and learning outcomes referred to in the SMA do not exist, as suggested. Additionally, the Higher Education Quality Council of Ontario (HEQCO) published an extensive report on the state of WIL in Ontario's postsecondary sector in 2011. As an outside organization can collect such data, it is reasonable to expect that a university would have a similar internal report; yet, Brock University does not yet have such a report. This means that currently, other than the outline addressed in the SMA, Brock University appears to have no plan in existence, no mission or vision statements; this means that criteria and/or recommendations to faculties surrounding service learning are also needed. More specifically, the Faculty of Applied Health Sciences, which the university views as a leader in service learning, which houses four Experiential Learning Coordinators and where experiential opportunities abound, also lacks a service learning plan. A logical step forward is, thus, generating and

disseminating a mission and vision statement along with recommended directions for forward momentum.

In 2010, Barbara Harrison, a PhD candidate enrolled in Education at Brock University, conducted research surrounding service learning and made suggestions for ways in which to move forward. She outlined the University President requesting scholarly engagement, but also noted that service learning had not yet been institutionalized nor widely known across campus (Harrison, 2010), contrasting the President's 2012 remarks, "Brock knows that research is not done in silos" (Brock University, 2012, p. ii). Currently, service learning remains in a silo format. Harrison went on to make recommendations regarding institutional definitions, proposed models, and institutional supports needed, yet it is unclear what progress has been made regarding the majority of this work. Although progress has not been made since 2010, the areas that need to be completed, as stated above, could be done in an expedient manner; thus, progress to guide content could be made in a short time period.

Procedures

With such a large contingent of service learning courses across the Brock University campus, it is impressive how these courses have become so successful. When discussing service learning amongst various faculty and staff members throughout campus, it was clear that this success was obtained through a trial-and-error process concerning procedures. Most facilitators outline a process of learning on the go, without a bank of resources. Remarkably, the courses provided seem to contain the most needed elements as suggested by researchers, such as a minimum number of hours, progress

statements, midway and final evaluations by supervisors, as well as reflection papers, major projects, and evaluations by the students of the organization.

However, as the saying goes, don't reinvent the wheel. Rather than having many facilitators going through a trial-and-error process, it is my opinion that an outline of guiding practices is needed and would benefit those already implementing courses as well as those wishing to create courses. These guiding practices could include mission and vision statements, policies, best practices, and the list goes on.

By creating consistent methods of communication, procedures, policies and forms used, each facilitator, organizational supervisor and student will be able to view the transparency in the program and know that the process is streamlined across departments and faculties. Procedures regarding how to obtain an intern could be managed in a consistent manner across programs so organizations dealing with multiple departments and faculties will not have to follow multiple sets of processes, which may lead to better efficiencies. This means that consistencies, from a student perspective, imply policies will be in place surrounding how and when to obtain an internship, what happens if an organization is not fulfilling its agreement, and alternatively, the repercussions if the student is not fulfilling his or her role.

Recommended Directions Forward: Guiding Best Practices

In this section, recommendations will be made regarding how to create, structure, and implement service learning courses. Outlining the framework, the importance of defining service learning, choosing learning goals and objectives, and selecting relevant course work that reflects the goals of the course are included. Furthermore, creating a plan for service learning is highlighted, including key areas regarding creation,

implementation, evaluation, and follow-up surrounding the institution, faculty, students, and community stakeholders. Finally, this section outlines the importance of assessing service learning, both academically and the program itself, in order to enhance the program, emphasizing the need for faculty and institutional support.

Please note, at the end of this chapter, there is a section entitled Based on the Analysis—What's Next? This section takes the multiple areas that have been analyzed, outlined below, and provides a summary and sets direction for moving forward.

Framework: The Process

In building a service learning program and course, many items need to be considered. In the Faculty of Applied Health Sciences at Brock University, the criteria listed below could be used to create and define a service learning course.

The literature indicates a need for a focus and a definition to be used as the basis for service learning within an institution. Based on this literature, the definition selected in this major research paper includes a broad scope, encompassing all aspects of experiential learning within the Faculty of Applied Health Sciences and beyond. The definition of service learning, as outlined earlier by Chambers (2009), is as such:

> Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. (p. 78)

Further, researchers also outline the importance of developing a service learning plan or model. While some suggest choosing one or two particular service learning

models is best, in reality, no one model can exist within the faculty or across the campus at Brock University. This is due to the fact that, as Sattler (2011) states, "there is no single ideal form of work experience" (p. 32). Service learning has occurred on Brock's campus for decades, yet no one course is precisely the same as another. In order to allow these individual programs to continue to flourish, one catch-all model will not be outlined. Instead, what occurs, and continues to be supported by the author of this major research paper, is a blurring of the lines, as most often programs overlap between types of service learning courses rather than neatly defining themselves (Sattler, 2011). "Thus, institutionalization of service learning is a multifaceted construct defined by the work and goals of several stakeholders" (Bringle & Hatcher, 2000, p. 275).

Nonetheless, a list of criteria deemed suitable for housing the label of service learning may be beneficial and can be applied within any program. This would allow courses to individualize, yet remain under the umbrella label of service or experiential learning. Criteria could include a combination of any of the following examples, which include student experiences that: address a need in the community, meet course objectives, involve reciprocity, involve reflection, involve collaboration with an agency representative, and involve a minimum of 15 hours of service (University of Central Florida, 2013).

Once the criteria are determined to label a course as a service learning course, the actual course needs to be planned and implemented. Purdue University (n.d.) suggests a list of key principles to be considered when outlining a SL course (Appendix D). This list includes pointers such as reminding the course facilitator that "academic credit is for learning, not service" (Purdue University, n.d., p. 7). The idea is that students should not

be evaluated for simply completing the required service hours but on what they learned as a result of performing that service. The list goes on to highlight the fact that service learning courses are not meant to be an easy grade, and academic rigor must be upheld. Students, thus, need to establish and follow learning objectives as a way to measure their progress, and there need to be meaningful ways in which students can express what they have learned (Purdue University, n.d.). Of noteworthy importance, the list suggests that facilitators need to prepare students for learning in the field. This is very important as students do not necessarily know how to readily involve and engage themselves in reflective listening, obtaining feedback, making quantifiable observations, and thinking deeply (Purdue University, n.d.). Students need to be taught how to extract meaning from their experience in order to get the most out of it (T. Martini, personal communication, March 25, 2013). Last, Purdue University (n.d.) reminds us that facilitators need to "be prepared for variation in, and some loss of control with, student learning outcomes" (p. 9). Each student will take away something different from the experience, and no one students' experience can be judged and deemed more or less important than another students'.

More specifically, according to Purdue University (n.d.), the "Essential Elements of Effective Service-Learning Practice" can be applied to any program, for instance, within the Department of Sport Management and the Faculty of Applied Health Sciences here at Brock University. These essential elements include, among others:

- clear educational goals that require the application of concepts, content, and skills from the academic disciplines and involve students in the construction of their own knowledge.

- using assessment as a way to enhance student learning.
- service tasks that have clear goals and meet genuine needs in the school or community and have significant consequences for themselves and others.
- formative and summative evaluation in a systematic evaluation of the service effort and its outcomes.
- student reflection before, during, and after service that uses multiple methods to encourage critical thinking and is a central force in the design and fulfillment of curricular objectives (p. 1).

In short, a course needs to have learning goals and objectives, reflection, learning assessment and evaluation, and course assessment and evaluation (Appendix E). As a whole, these components will ensure a course is an appropriate balance of service *and* learning with community partners.

Further, Purdue University (n.d.) purports that "learning goals and outcomes are broad statements that identify the general educational accomplishments or outcomes you want students to possess when the course is completed" (p. 11). It is important to note that these objectives and outcomes must be clearly outlined in a course syllabus and all students made aware (Young & Baker, 2004). In fact, many employers report working with the students to create and negotiate learning objectives within the field, specific to the students' strengths and weaknesses, goals, and interests (Sattler, 2011). As created by Cuneen and Sidwell (1994, as cited in Young & Baker, 2004, p. 23), again applicable within most institutions, possible course objectives could be listed as such:

As a result of the internship experience, students will be able to:

1. Formulate an awareness of professional responsibilities associated with various

areas of (sport management).

2. Assess the internal dynamics of (sport) enterprise and industry.

3. Secure practical experiences in specific concentration areas.

4. Formulate professional behaviour appropriate to profession.

5. Formulate interpersonal and professional communication skills.

6. Develop abilities to work and cooperate with colleagues in individual and group activities.

7. Formulate or enhance a professional network.

8. Evaluate, analyze, and improve time management skills.

9. Evaluate, analyze, and improve stress management skills.

10. Evaluate (sport management) as a career choice.

While examples of learning outcomes could include statements such as "the preparation of students for their careers", and "to enhance student learning by connecting theory to practice through action", it is important to note that these are different than objectives. Objectives, as outlined in the numeric list above, are clear, precise statements describing what the student can do after the experience. To simplify the process, course objectives and learning outcomes can easily be shared across departments, faculties, and institutions, as outlined below.

From a course work perspective, student interns might complete any combination of the following exercises, all to connect theory to the practical experience: journal, research paper, observation, project, self-evaluation, site evaluation, and curriculum evaluation. This means that there are multiple components in the process of successful

experiential opportunities. Each does not have to be completed, but a combination is necessary.

Harrison (2010) stated that in designated service-learning courses, at least 60 hours and 30% of the grade be allotted to service learning. Journals need to include more detail than a simple list of tasks and duties completed. Students, thus, should outline their level or lack of proficiency regarding certain skills and requirements and their plan to maintain or improve their quality of work. Reflections should also include an outline of the progress the student has made toward achieving the above-mentioned goals (Konwerski & Nashman, 2002; Young & Baker, 2004). Young and Baker (2004) believe "a comprehensive, detailed internship journal should be a required component of any sport management field experience" (p. 23).

Service Learning Plan

Included in the framework, as outlined above, is the need for a service learning plan or model. As mentioned earlier, one model will not suit all. Therefore, a service learning plan can be implemented to help guide the design and evaluation process of service learning course offerings in any program. Bringle and Hatcher (1996) go beyond the planning and implementing phase to outline an all-encompassing Comprehensive Action Plan for Service Learning (CAPSL). This plan "provides a means for structuring strategic planning to implement service learning in higher education" (Bringle & Hatcher, 2000, p. 276). The plan, outlining the four critical stakeholders in service learning as the institution, faculty, students, and community, describes 10 activities for each stakeholder, from planning to institutionalization. The plan acts as a cycle and includes planning, awareness, prototypes, resources, expansion, recognition, monitoring, evaluation,

research, and institutionalization relating to the four key stakeholders. CAPSL provides direction using this sequence and prioritizes activities, but can also be used as an initial and ongoing framework as well as to identify areas of neglect that need programming attention. The activities listed above are further explained in Appendix B, Tables 2, 3, 4, and 5. Further, Appendix B, Table 2 outlines examples of institutional activities such as developing a campus-wide plan for service learning. The example further outlines a need for getting involved, raising awareness, applying for funding grants, and collecting data within the institution surrounding service learning in order to complete an annual report (Bringle & Hatcher, 1996). Following these processes, an institution can implement, evolve, and constantly monitor a service learning program.

Appendix B, Table 3 outlines how CAPSL can support faculty members involved in service learning creation and implementation. By creating committees, faculty can be provided with the necessary support to improve and change their service learning initiatives. This is especially important as "the absence of such conversation virtually guarantees maintenance of the status quo" (Wood, 1990, as cited in Bringle & Hatcher, 1996, p. 228). Additionally, the CAPSL can help faculty publicize their successes, thus increasing awareness in hopes of expansion. Faculty can also encourage their students to reflect on their experiences, which can be used as an effective tool to help inform their teaching, guiding effective change.

For the students, although they rely on others for service learning experience, CAPSL is still important. Appendix B, Table 4 summarizes the importance of sequencing courses, collecting data on their involvement, evaluating courses, and researching their experiences to better serve the student body. By promoting service learning, universities

have the opportunity to create a powerful learning environment with an increased sense of belonging (Bringle & Hatcher, 1996). "As students become more experienced with service learning, some can assume leadership roles in courses" (Bringle & Hatcher, 1996, p. 232). Bringle and Hatcher (1996) go on to outline how researching student outcomes can also document the impact of service learning, helping measure its growth and efficacy.

Last, examining the CAPSL (Appendix B, Table 5) regarding community involvement shows that organizations need to be educated on the course offerings provided as well as what constitutes an effective placement. The table goes on further to outline that a resource manual may be effective to provide to community organizations and also highlights the idea that agencies and organizations need to be recognized for their efforts and partnerships (Bringle & Hatcher, 1996). Above all, the CAPSL demonstrates the need to effectively address and target each topic within the plan for all four parties involved. The bottom line seems to highlight that assessment is key, and facilitators can jump into the plan at any given point, not just at the beginning.

Just as important as course creation, so too is understanding and pinpointing the needs of each organization involved. When selecting community partners, many factors must be addressed including the goals and end-goal of the organization, the skills needed to work with the organization, the number of students required, the extent of the time commitment, and whether or not everything just outlined matches with the course. Furthermore, it is beneficial to understand the expectations of the organization on the student and ensure they are appropriate. Multiple questions arise, such as: Is the organization getting involved because they need a low-cost way to complete work and

projects? Do the students have expertise the organization is lacking? Is the organization hoping to make a relationship with the university? Is this their means of giving back, or are they hoping to use the experience as a way to screen potential employees (Williams, 2004)? Additionally, the skills the student is able to develop throughout the experience are worth noting, as is who will be supervising the student in the field (Purdue University, n.d.). It is recommended that facilitators be prepared when meeting with organizations and be ready to ask questions such as those listed above. It is never safe to assume the needs of an organization, and there needs to be flexibility shown through both parties involved. Community partners are valuable and as such need to be consulted with and kept in regular communication (Purdue University, n.d.). These are just some of the items to investigate when pursuing a potential organizational relationship. By understanding their goals and needs, students can be properly partnered with them, ensuring the goals of everyone are being met.

Additionally, if students are made aware of Stratta's (2004) typology (as introduced in Chapter Two), outlining that students are looking for professional development for themselves and their relationships, they may feel more empowered when it comes time to select an internship as they are able to make a more informed decision. Organizations may also find the typology helpful when meeting with interns initially to help establish goals and objectives and also to perform a self-assessment to examine what particular experiences they are actually offering students. This could also be helpful as the typology may encourage dialogue and open communication, ensuring everyone is on the same page and being held accountable.

Assessing Service Learning

Once the framework has been created, a service learning plan is in place and a course is in the development phase. At this time it is important to outline the means of academic assessment. Service learning courses typically use a variety of assessment tools combined within each course. Most often these include reflections, evaluations, major projects, and the list goes on. Depending on the goal of the course, the requirements may differ. This means multiple combinations of the above listed service learning assessment tools can be used at different institutions; in addition, this holds true within institutions, across faculties and departments.

Whether through speaking, writing, or multimedia, student reflection, as mentioned many times earlier, is a (if not *the*) key element of service learning. Reflection can occur at any point throughout the course, yet may be beneficial to perform at the beginning, middle, and end. At the start, students might reflect on what they will learn from the experience. In the middle, the assessment may include their involvement and perceptions to that point, and in the final assessment, the student will hopefully draw out the learning experience. Reflection "should require students to use critical thinking skills to learn from their service experience" (Purdue University, n.d., p. 15). Reflection can be enhanced by giving students specific, probing questions to respond to at strategic points or throughout the academic course. Questions can include asking the students to outline if their expectations have been met, what the most satisfying and challenging moments have been, and how their service relates to their course(s) or future direction (Purdue University, n.d.).

It is important to remember that a flourishing course is assessed and evaluated, including by the students, community partner, and course facilitators, and this is applicable to cross-disciplinary programs at institutions. Student assessments can be tied to the course objectives and outcomes, outlining the extent to which they achieved the objectives (Purdue University, n.d.). On the other hand, it is also important to consider how successful and beneficial the experience was for the recipients as well as whether or not the course satisfied the facilitators' expectations and goals (Purdue University, n.d.). Through such evaluations, courses can be tweaked and modified to result in the best possible experiential opportunity, with the goal of meeting everyone's needs.

> All forms of WIL involve some sort of student reflection and self-assessment. Through reflective journals, observation logs, online dialogues, or group discussions, students may be asked to reflect on their learning objectives, their competencies, the impact of the placement on their career and future success, and how the experience could have been improved. (Sattler, 2011, p. 59)

Serving as a capstone experience, major projects are meant to tie the student's academic knowledge with the practical placement experience. Under the supervision and direction of their industry supervisor and faculty consultant, students should choose a challenging project that reflects their thoughts as well as those of the organization, while having a positive and lasting legacy on the organization (Young & Baker, 2004). Major projects within the Department of Sport Management could include organizational audits, marketing plans, program development and evaluation, strategic plan development, policy and procedure creation and documentation, cost analyses, SWOT analyses, and the list goes on (Young & Baker, 2004). Most projects are submitted for approval to the

industry supervisor before delivery to the course facilitator. Such projects are viewed as a way to strengthen institutional–community relationships, focusing on the specific needs of the industry (Sattler, 2011).

Self evaluation, a further form of reflection, allows students to determine whether their field experience met their expectations. Young and Baker (2004) promote that assessments should focus on course objective-related accomplishments first, followed by additional observations and possible unexpected outcomes. Some components that could be included in an evaluation are: a description of the organization and department, an outline of the students' initial objectives, an overview of responsibilities, specific contributions the student made, personal and professional challenges, personal and professional growth, and a list of recommendations for future students (Young & Baker, 2004).

Site and supervisor evaluations on behalf of the student are also important as they can help program coordinators determine if the organization should be used in the future and can also help provide recommendations to subsequent placement students. Evaluation criteria can include: acceptance and integration of the intern into the organization, provision of relevant experiences, provision of appropriate assistance and guidance, maintenance of routine evaluation and feedback, and willingness to listen to and discuss student suggestions (Cuneen & Sidwell, 1994, as cited in Young & Baker, 2004).

Additionally, essential to the experiential opportunity is the evaluation of the student by the organizational supervisor. "Requiring two appraisals with a sufficient amount of time between them allows the intern to demonstrate improvement in his or her

performance of the assigned responsibilities" (Young & Baker, 2004, p. 24). However, it is important to note that evaluation criteria must be communicated to the student in advance. "Criteria might include professional appearance and behaviour, cooperation, dependability, initiative, communication skills, quality of work, work ethic, receptiveness to constructive criticism, desire to improve and learn, general administrative and management skills, and strengths and weaknesses or areas for improvement" (Young & Baker, 2004, p. 30). Using a combination of a numerical scale in addition to open-ended questions, supervisors can provide vital comprehensive feedback to the students.

Through collection and analysis of all these means of assessment, programs can determine their efficacy of student preparation and application of relevant work to the field of study. Both the student and the organizational supervisor can provide immense amounts of feedback to the program facilitator. After all, long-term community relationships rely on "constantly changing and dynamic curriculum which requires active voices well beyond the classroom to shape the preparation of participants" (Konwerski & Nashman, 2002, p. 166). As such, as mentioned earlier, the CAPSL framework can also be used for ongoing program evaluation and research (Bringle & Hatcher, 2000). Stakeholders can respond to the model, circling and rating, for example, which topic they believe to be of the highest priority for development, or a strength of the institutions' program. "Collecting campus-wide as well as course-specific data to monitor service learning provides information that allows quality control, identifies areas for improvement, and creates benchmarks against which progress can be judged" (Bringle & Hatcher, 2000, p. 287). After all, the best models are a result of the shared dedication and

perspectives of participants, instructors, supervisors, and clients alike, who all have a role in teaching.

Last, it is important to note that not only the performance and evaluation of the students and institutional program are important. From a facilitators' standpoint, strengthening communication and relationships with organizations can help develop a more complete understanding of the main components of an internship, such as recruitment, student preparation, internship structure, and supervision that an organization is interested in (Williams, 2004). By furthering the understanding of the wants and needs of organizations, service learning facilitators can tailor their programs to benefit everyone involved.

Enhancing Service Learning Programs

Regardless of the success of a program, it is important to continually assess its effectiveness, seeking ways to improve and enhance the experience for all stakeholders. At the end of the day, "Brock . . . supports the local economy through service learning, experiential learning and co-op education programs that attract students from around the world. Increasingly, students see the benefits provided by flexible learning and real-life work experiences for future labour market participation" (Brock University, 2012, p. iii). However, the work going into these benefits must be recognizable. According to Bringle and Hatcher (2000),

> among faculty, evidence of the institutionalization of service learning can be found in course and curriculum development, faculty development activities, expectations for recognition and rewards, broad faculty understanding of and support for service learning, and scholarship on service learning. For students,

> institutionalization of service learning is demonstrated through service and service learning scholarships, service learning classes, 4th credit options, student culture, and co-curricular transcripts that document service. Finally, community relationships provide evidence of institutionalization when agency resources are coupled with those of the academy to build reciprocal, enduring, and diverse partnerships that mutually support community interests and academic goals. (p. 275)

As a positive, Brock University has institutional support such as the Centre for Service Learning as well as Experiential Learning Coordinators within some faculties. As Harrison (2010) alluded, further support could come in the way of service learning coordinators throughout *all* faculties. If Brock University wishes to increase its commitment to service learning, as stated in the 2012 SMA, it will need to improve its existing infrastructure as well as staff and faculty support. According to Harrison (2010), a needs assessment conducted in 2008 suggested just that—service learning still faced many obstacles surrounding implementation. While the university has overcome one hurdle and now has a SLRC, the ease with which service learning is facilitated is still quite scattered and inconsistent.

In order to enhance existing offerings and create opportunities, more informative and detailed support structures would be of benefit. A guiding document, such as this major research paper, could help inform those interested, while streamlining resources, protocol, and policies would help make the process easier to navigate for both community members and faculty alike.

As a start, what could be seen as an important recommendation is the idea of shifting the terminology from that of 'service learning' to experiential learning or WIL. Some see service learning as a narrowly defined construct, excluding the likes of co-ops, internships, placements, field experience, and the list goes on, due to the community-based nature of the concept. While labels can be seen simply as fads, narrowly defining the Service Learning Resource Centre stands to alienate all other experiential programs, such as those not housed in the community and deemed as "giving back", but others where placements occur within for-profit or private sector organizations. Within the Faculty of Applied Health Sciences, where four experiential learning coordinators operate, it can be deduced that the *experiential* label was created to encompass all forms of experiential education within the faculty without excluding any one format.

Harrison (2010) goes on to suggest the idea of student-focused progress throughout the years, strategically inserting and increasing experiential learning throughout the years, which could have a potentially large impact on reflective activities and what students take away from their experiences. Along similar lines, some have suggested issuing quarter-credits across all four years, in which students would practice and excel at the art of reflection (T. Martini, personal communication, March 25, 2013). This notion means students would potentially make the connection between their academic and experiential learning earlier, thus getting the most out of their classroom and field work experiences in their early academic years, better preparing them when they depart from higher education. Harrison suggests the final capstone course could provide students with the opportunity to reflect on their experiences throughout their four

years of service learning involvement, recognizing what they have learned and how they have grown throughout and not just in their final year.

Additionally, for greater improvement of service learning programs, as Sattler (2011) highlights, roles and expectations amongst all stakeholders involved, including staff, faculty, supervisors, and students, must be clearly defined and upheld. This includes clearly defined job requirements for students entering an organization, plainly outlining the forms of assessment and feedback needed from the organizational supervisors, and a transparent list of course objectives from an institutional standpoint. Sattler goes on to recommend that programs avoid 'scope creep', ensuring the goals of each stakeholder are being outlined, addressed, and assessed.

Based on the Analysis—What's Next?

There are two key analyses from this major research paper. The first is a tool kit, outlined in Appendix F. This tool kit provides a definition of service learning and then offers an overview of the types of service learning typically employed, such as service learning, internship, and cooperative education. This tool kit acts as a reference guide for those interested in implementing experiential learning courses but who may not have the resources or know-how to do so. The kit provides examples of how to define a service learning course, items to include, and how to assess courses, material, and students.

Second, and important, this analysis offers 10 key points for moving forward in experiential learning courses by Emily Allan. A list of these 10 points is discussed in full below. After the list, a flow chart is provided (Figure 1) to illustrate the connections between the points.

The 10 Key Points for Moving Forward in Experiential Learning Courses, by Emily Allan

1. Develop a service learning plan

The first step in a service learning plan is to develop a specific focus, with the provision of a definition to be used as the basis for service learning within an institution to help guide the design and evaluation process of service learning course offerings. It is suggested the definition should include a broad scope to encompass all aspects of experiential learning within a given faculty. This should be followed by the development of a service learning plan, which may differ between faculties and institutions. In particular, it is best to include a list of criteria deemed suitable for housing the label of service learning within a given institution or faculty, and it may be pertinent to include a mission and/or vision statement as well, which will help guide a program in a forward direction.

2. Create learning objectives

"Learning goals and outcomes are broad statements that identify the general educational accomplishments or outcomes you want students to possess when the course is completed" (Purdue University, n.d., p. 11). Course objectives and learning outcomes can easily be shared across departments, faculties, and institutions, and, once again, help determine the direction of a course or program.

3. Create (shared) policies and procedures surrounding requirements to obtain a student, requirements to terminate a student, and requirements to terminate an organization

Faculty and staff members, students, and/or organizational supervisors may be unaware of the appropriate steps to take if and when a problem arises. Outlining policies and procedures to deal with such issues can occur before the experiential opportunity

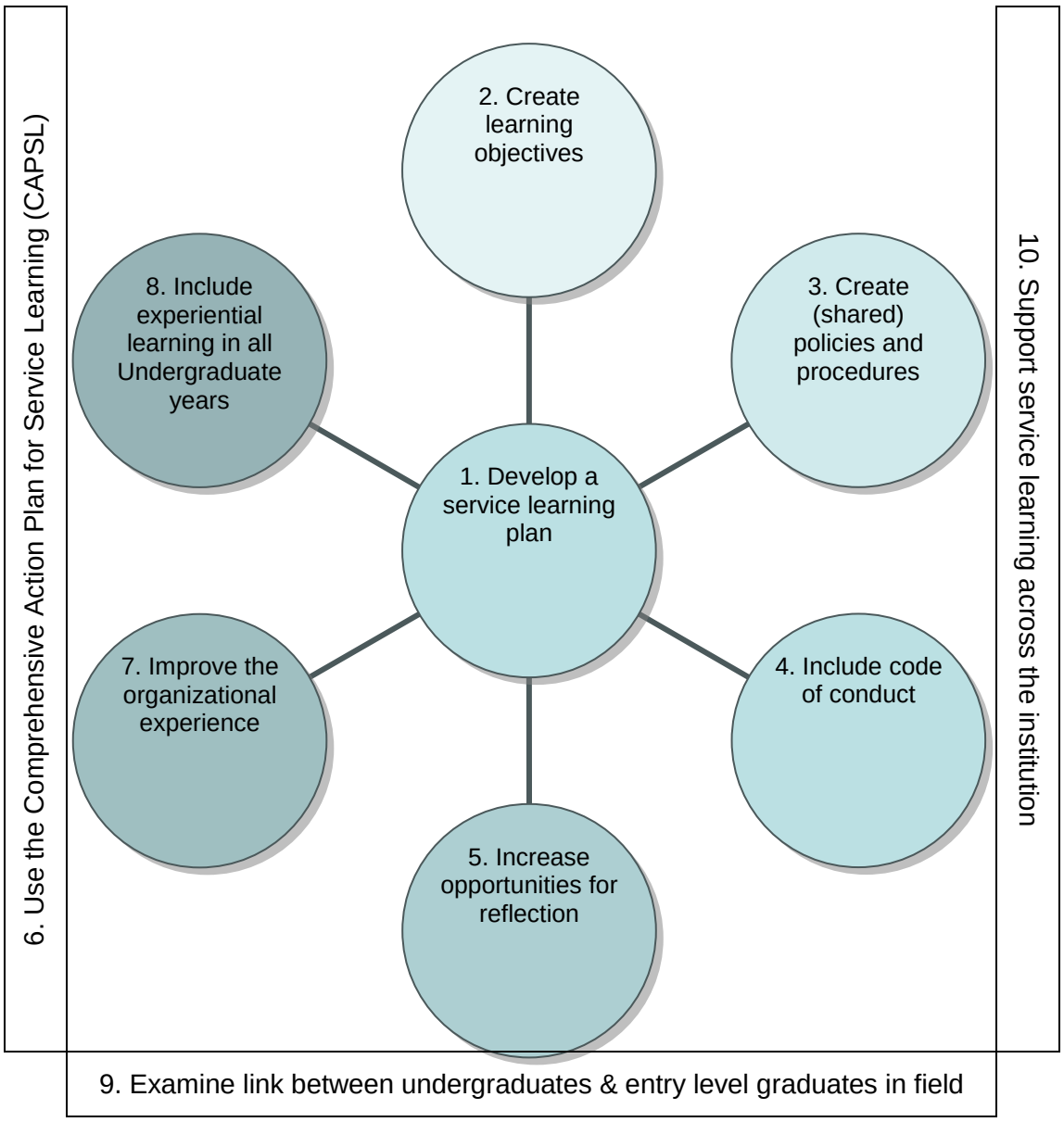

Figure 1. The 10 key points for moving forward in experiential learning courses, by Emily Allan.

takes place and can be provided in writing to all parties involved (Williams, 2004).

4. Include a code of conduct in service learning courses

In an intern, organizations are looking for a strong skill set surrounding some of the following "soft skills": enthusiasm towards both routine and meaningful tasks, strong communication skills, business industry understanding, maturity, teamwork, independence, initiative, and a positive work ethic (Williams, 2004). The ability to problem solve and learn independently are amongst the top attributes organizations seek (Sattler, 2011). Contrastingly, organizations are frustrated by interns who do not understand proper attire, timeliness, deadlines, and other qualities related to professionalism (Williams, 2004), reminding us that facilitators have a large role in preparing the student to fully appreciate the opportunity and requirements at hand. Therefore, lessons and resources regarding professionalism need to be provided by facilitators to ensure job readiness and satisfaction.

5. Increase opportunities for the student to practice reflection

Strategically inserting and increasing reflective activities would help students recognize what they take away from their experiences. Some suggest issuing quarter-credits across all four years, in which students would practice and excel at the art of reflection. This means students would see the connection between their academic and experiential learning earlier, thus getting the most out of their classroom and field work experiences in their early academic years, better preparing them when they depart from higher education, helping them recognize what they have learned and how they have grown throughout the years.

6. Use the Comprehensive Action Plan for Service Learning (CAPSL; Bringle & Hatcher, 1996) to help design and evaluate service learning on a continual basis

This plan describes 10 activities for each stakeholder (institution, faculty, students, and community), from planning to institutionalization. The plan acts as a cycle and includes planning, awareness, prototypes, resources, expansion, recognition, monitoring, evaluation, research, and institutionalization relating to the four stakeholders. CAPSL provides direction using this sequence and prioritizes activities but can also be used as an initial and ongoing framework as well as to identify areas of neglect that need programming attention. CAPSL is further outlined in Appendix B, Tables 2, 3, 4, and 5.

7. Improve the organizational experience, offering more support, resources, and guidance

Most service learning programs provide little formal support for organizational supervisors, meaning they may be ill-prepared regarding their supervisory and evaluative roles (Sattler, 2011). Additionally, organizations face challenges, such as: workload and staff management to support student supervision, differing institutional procedures and processes, matching student availability with the organizational calendar, short WIL placement duration, quality of the student, managing expectations of all parties involved, organizational location, and administrative and paperwork demands (Sattler, 2011). By attempting to streamline the departmental process across individual departments, faculties, and institutions, perhaps some of these issues can be avoided for both the organization and the faculty. Providing some sort of written documents outlining policies, procedures, and effective supervision and evaluation strategies, supervisors can be better

prepared, thus, improving the process for all involved, helping to improve the quality of the teaching exposure and supervision within the experience (Matthew et al., 2012).

8. Include experiential learning in all four years of the undergraduate course calendar, increasing it incrementally

Inserting and increasing experiential learning throughout the years could have a potentially large impact on what students take away from their educational program. Students would gain experience, explore potential career paths, and make the connection between their academic and experiential learning earlier, thus getting the most out of their classroom and field work experiences in their early academic years, better preparing them for the working world when they depart from higher education. Harrison (2010) suggests a final capstone course could provide students with the opportunity to reflect on their experiences throughout their four years of service learning involvement, recognizing what they have learned and how they have grown throughout and the skills and characteristics they are taking with them.

9. Examine the link between undergraduate experiential learning and entry-level graduates in the field

As stated by Matthew et al. (2012), "additional insight can be gained by linking graduates' experiences of [professional practice] with their descriptions of learning as final year students" (p. 530). Through further research, this can link the quality of students' final year experiences with their professional practice experience as new graduates, highlighting the success of experiential learning aiding the transition into entry-level work in the professional field (Matthew et al., 2012). More research is needed to determine the sustaining impact of service learning as well as the benefits *sought* by

students and employers, bringing awareness to their distinct needs (Sattler, 2011). "Track their subsequent labour market participation and outcomes. This will provide quantitative, statistically reliable evidence of the impact of different work-integrated learning programs on different groups of learners"(Sattler, 2011, p. 95).

10. Support service learning across the institution (faculty, staff, and students)

As a positive, Brock University has institutional support such as the Centre for Service Learning, as well as Experiential Learning Coordinators within some faculties. However, *all* faculties could use a coordinator, in addition to streamlining the ease with which service learning is facilitated. In order to enhance existing offerings and create opportunities, more informative and detailed support structures would be of benefit. A guiding document, such as this major research paper, could help inform those interested, while creating shared resources, protocols, and policies would help make the process easier to navigate for both community members and faculty alike.

By ensuring cohesive and deep, high quality experiences, smoother transitions into the professional world result. In providing a variety of material, applying authentic measurement tools, and exposing students to the multitude of career options in the professional world, students will be able to connect their field work to the professional world after graduation (Matthew et al., 2012).

CHAPTER FIVE: SUMMARY AND DIRECTIONS FORWARD

I have examined the current formal structure(s) of service learning at Brock University, specifically within the Faculty of Applied Health Sciences, guided by two research questions: What are the best practices in service learning structure? and how is service learning structured at Brock University within the Faculty of Applied Health Sciences?

Using appreciative theory and a cognitive-constructivist approach for content analysis, this major research paper highlighted the gaps in the service learning programs at Brock University and provided a framework to move forward. This framework outlined the background of service learning as well as items to consider and include when structuring, implementing, and evaluating a course, highlighting the need for faculty and staff support, and including helpful tools and resources for implementation and assessment.

Ultimately, "economic flux and a rapidly changing labour market are forcing a rethink of postsecondary curricula" (Sattler, 2011, p. 9). Service learning is one of the answers to this shift in higher education in order to stay current and relevant. As Sattler (2011) states in HEQCO's 2011 *Work-Integrated Learning in Ontario's Postsecondary Sector* report:

> Alongside alarming reports of skills crises and innovation gaps, Canada also faces high rates of youth unemployment and underemployment, with one-third of employed 25 to 29-year-old PSE graduates in low-skill jobs . . . this provides a rationale for a fuller exploration of work-integrated learning in the postsecondary

> system as a public policy response to improving education-to-labour market transitions. (p. 12)

While the importance of service learning has been outlined in this major research paper, it cannot be ignored that "a consistent concern is how long and in what ways students are impacted by their service-learning experiences" (Chambers, 2009, p. 93). Minimal research has been conducted, and more is needed to determine the sustaining impact of service learning as well as the benefits *sought* by students and employers, bringing awareness to their distinct needs (Sattler, 2011). "Track their subsequent labour market participation and outcomes. This will provide quantitative, statistically reliable evidence of the impact of different work-integrated learning programs on different groups of learners" (Sattler, 2011, p. 95). Exploration can occur from various disciplines across postsecondary education, to assess the awareness of WIL, motivations and barriers to participation, as well as perceived benefits.

On a different note, it is also important to remember that "any skills learned in the classroom and not readily applied to the real world will not persist." As Dewey reminds us, theory and practice are tied together (DiMaria, 2006, p. 53). Without tying to academic work, there is an abundance of *doing* through practice and not enough theory, thus neglecting the mind (DiConti, 2004). Using the best practices outlined in this major research paper can ensure a connection is made between theory and practice.

From a student perspective, a recent poll of graduates in the working world outlined that "additional insight can be gained by linking graduates' experiences of [professional practice] with their descriptions of learning as final year students" (Matthew et al., 2012, p. 530). Through further research, this can link the quality of students' final

year experiences with their professional practice experiences as new graduates, highlighting the success of experiential learning aiding the transition into entry level work in the professional field (Matthew et al., 2012).

Using the viewpoint of an organization, "broader employer awareness of their role and contribution to the learning process, including understanding the learning objectives for the student at the beginning of the program and how the student will be assessed" (Sattler, 2011, p. 8) is of great importance and will only enhance the student experience.

> Employers should be aware of the learning objectives for the student at the beginning of the placement, be informed how the student will be assessed, and be provided with formal supports from the institution to assist them in their supervision and assessment responsibilities. (Sattler, 2011, p. 94)

Last, institutions of higher education can demonstrate their effectiveness and enhancement of service learning in many ways, but most notably through support. "Administratively, evidence that service learning is institutionalized would include having service and service learning as explicit parts of the institution's mission, long-range plans, institutional assessment, and hard-line budget allocations" (Bringle & Hatcher, 1996, p. 227). Service learning programs can only stand to benefit operationally and administratively from an increase in staffing, financial resources, institutional structures, and support throughout (Sattler, 2011). With professional staff and a centralized office, professional development of faculty instructing service learning classes can also be supported, which is important to ensure service learning becomes a lasting feature of campus culture (Bringle & Hatcher, 2000).

> Furthermore, identifying institutional responsibility with professional staff in a centralized office helps promote regular strategic planning, discussions about service learning in various forums on campus, assistance to faculty in documenting service learning in dossiers, regular recognition by faculty and administrators of the value of the work and outcomes resulting from service learning, and scholarship on service learning. (Bringle & Hatcher, 2000, p. 284)

Final Remarks

It is important to remember that within the service learning field placement, everyone is the teacher, not just the supervisor or faculty facilitator. "Service-learning is pretty unique in that everyone, from the most experienced to the expert, have something truly important to share" (Konwerski & Nashman, 2002, p. 180).

> The community is an excellent teacher. If educators are not aware of the environment and sensitive to its needs, then information, research, and theories will be totally ineffective. Education and the community need to have a symbiotic relationship. Only in this way, will both be enriched. (Konwerski & Nashman, 2002, p. 182)

After all, "public financing of postsecondary education is predicated on the belief that society as a whole benefits when the knowledge and skills gained by students in the colleges and universities are transferred to productive activities in the community and workplace" (Sattler, 2011, p. 9). With a steady shift in student priorities from general to specific knowledge, service learning can and will address this shift and needs to be supported (DiConti, 2004).

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Appendix A

Locating the Reader: Work-Integrated Learning

This major research paper works with an underlying perspective of work-integrated learning (WIL), "an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals" (Sattler, 2011, p. 21). This perspective is provided below:

> Work-integrated learning refers to the process whereby students come to learn from experiences in educational and practice settings and integrate the contributions of those experiences in developing the understandings, procedures and dispositions required for effective professional practice, including criticality. Work-integrated learning arrangements include the kinds of curriculum and pedagogic practices that can assist, provide and effectively integrate learning experiences in both educational and practice settings. (Billet, 2009, as cited in Sattler, 2011, p. 3)

WIL includes apprenticeships, field experience, mandatory professional practice, cooperative education, internships, applied research projects, and service learning, all distinguished by various characteristics. As can be seen in Appendix G (Sattler, 2011, p. 33), "the typology does not purport to capture all aspects of each of the seven types, nor does it require that all criteria be met for WIL programs to be categorized within one of the types" (Sattler, 2011, p. 4). Sattler (2011) goes on to outline that "WIL must be intentional, organized, real-world, and accredited within an educational structure that

considers the student, the teacher/supervisor, curricula, teaching methodologies, and the social function of education" (p. 21).

Appendix B

Tables

The following includes a set of tables used within this major research paper, including:

Table 1, Distinctions Among Three Types of Service Programs, by Furco (2002).
Table 2, Examples of Institutional Activities, Comprehensive Action Plan for Service Learning (CAPSL), by Bringle and Hatcher (1996).
Table 3, Examples of Faculty Activities, Comprehensive Action Plan for Service Learning (CAPSL), by Bringle and Hatcher (1996).
Table 4, Examples of Student Activities, Comprehensive Action Plan for Service Learning (CAPSL), by Bringle and Hatcher (1996).
Table 5, Examples of Community Activities, Comprehensive Action Plan for Service Learning (CAPSL), by Bringle and Hatcher (1996).

Table 1 - Distinctions Among Three Types of Service Programs, by Furco (2002)

	Community Service (**Service** learning)	Service-Learning (**Service Learning**)	Service-Based Internship (service **Learning**)
Primary Intended Beneficiary	Recipient	Recipient AND Provider	Provider
Primary Focus	Service	Service AND Learning	Learning
Intended Educational Purposes	Civic and Ethical Development	Academic and Civic Development	Career and Academic Development
Integration with Curriculum	Peripheral	Integrated	Co-curricular / supplemental
Nature of Service Activity	Based on a Social Cause	Based on Academic Discipline	Based on and Industry or Career

Furco, A. (2002). Is Service-Learning Really Better Than Community Service? A Study of High School Service Program Outcomes. In A. Furco & S. Billig (Eds.), *Service-Learning: The Essence of the Pedagogy* (pp. 23–50). Greenwich, CT: Information Age Publishing.

TABLE 2
Examples of Institutional Activities

	Institution
Planning	• Form a planning group of key persons • Survey institutional resources and climate • Attend Campus Compact Regional Institute • Develop a Campus Action Plan for service learning • Form an advisory committee
Awareness	• Inform key administrators and faculty groups about service learning and program development • Join national organizations (e.g., Campus Compact, National Society for Experiential Education, Partnership for Service-Learning) • Attend service learning conferences
Prototype	• Identify and consult with exemplary programs in higher education
Resources	• Obtain administrative commitments for an Office of Service Learning (e.g., budget, office space, personnel) • Develop a means for coordinating service learning with other programs on campus (e.g., student support services, faculty development) • Apply for grants
Expansion	• Discuss service learning with a broader audience of administrators and staff (e.g., deans, counselors, student affairs) • Support attendance at service learning cnferences • Collaborate with others in programming and grant applications • Arrange campus speakers and forums on service learning
Recogniton	• Publicize university's service learning activities to other institutions • Participate in conferences and workshops • Publish research • Publicize service learning activities in local media
Monitoring	• Collect data within institution (e.g., number of courses, number of faculty teaching service learning courses, number of students enrolled, number of agency partnerships)
Evaluation	• Compile annual report of Office of Service Learning • Include service learning in institutional assessment
Research	• Conduct research on service learning within institution and across institutions
Institutionalization	• Service is part of university mission statement and service learning is recognized in university publications • Service learning is an identifiable feature of general education • Service learning courses are listed in bulletins, schedule of classes, and course descriptions • University sponsors regional or national conferences on service learning • Hardline budget commitments to sustain service learning programs

Examples of Institutional Activities, Comprehensive Action Plan for Service Learning (CAPSL), by R. G. Bringle and J. A. Hatcher (1996). Implementing service learning in higher education. *Journal of Higher Education, 67*(2), 221–239.

TABLE 3
Examples of Faculty Activities

	Faculty
Planning	• Survey faculty interest and service learning courses currently offered • Identify faculty for service learning planning group and advisory committee
Awareness	• Distribute information on service learning (e.g., brochures, newsletters, and articles) • Identify a faculty liaison in each academic unit
Prototype	• Identify or develop prototype course(s)
Resources	• Identify interested faculty and faculty mentors • Maintain syllabus file by discipline • Compile library collection on service learning • Secure faculty development funds for expansion • Identify existing resources that can support faculty development in service learning • Establish a faculty award that recognizes service
Expansion	• Offer faculty development workshops • Arrange one-on-one consultations • Discuss service learning with departments and schools • Provide course development stipends and grants to support service learning • Focus efforts on underrepresented schools • Develop faculty mentoring program • Promote development of general education, sequential, and interdisciplinary service learning courses
Recogniton	• Publicize faculty accomplishments • Include service learning activities on faculty Annual Report forms • Involve faculty in professional activities (e.g., publications, workshops, conferences, forums) • Publicize recipients of the faculty service award
Monitoring	• Collect data on faculty involvement (e.g., number of faculty involved in faculty development activities, number of faculty offering service learning courses)
Evaluation	• Provide assessment methods and designs to faculty (e.g., peer review, portfolios) • Evaluate course outcomes (e.g., student satisfaction, student learning)
Research	• Facilitate faculty research on service learning • Conduct research on faculty involvement in service learning
Institutionalization	• Service learning is part of personnel decisions (e.g., hiring, annual review, promotion and tenure) • Service learning is a permanent feature of course descriptions and the curriculum • Service learning is an intregal part of the professional development of faculty

Examples of Faculty Activities, Comprehensive Action Plan for Service Learning (CAPSL), by R. G. Bringle and J. A. Hatcher (1996). Implementing service learning in higher education. *Journal of Higher Education, 67*(2), 221–239.

TABLE 4
Examples of Student Activities

	Students
Planning	• Survey student involvement in service activities (e.g., individuals and student groups) • Survey student attitudes toward service and service learning • Identify students for service learning planning group and advisory committee
Awareness	• Distribute information about service learning (e.g., newspaper articles, posters, brochures, student orientation) • Inform counselors about service learning • Arrange presentations to student organizations
Prototype	• Recruit students for prototype course(s)
Resources	• Publicize service learning courses (e.g., class schedule, counselors) • Establish service learning scholarhsips • Secure money for service learning course assistants and site coordinators
Expansion	• Establish a broad offering of service learning courses, including required general education courses, sequential courses, and interdisciplinary courses • Include past students from service learning courses in the recruitment of new students • Create course assistant and site coordinator positions for students • Develop 4th credit option for students to design "independent" service learning components • Offer service learning minor • Involve students in the development of service learning courses and related activities (e.g., workshops, focus groups, state organizations, conferences)
Recognition	• Publicize recipients of student scholarships that recognize service • Write letters of recommendation for students involved in service • Nominate students for local, regional, and national recognitions and awards • Create co-curricular transcript
Monitoring	• Collect data on student involvement (e.g., enrollment, withdrawal rates)
Evaluation	• Evaluate service learning courses (e.g., student satisfaction, learning outcomes, retention)
Research	• Conduct research on student service learning experiences • Promote student involvement in action research
Institutionalization	• Consistently high enrollment in service learning courses • Widespread use of 4th credit option • Service learning is part of student culture

Examples of Student Activities, Comprehensive Action Plan for Service Learning (CAPSL), by R. G. Bringle and J. A. Hatcher (1996). Implementing service learning in higher education. *Journal of Higher Education, 67*(2), 221–239.

TABLE 5
Examples of Community Activities

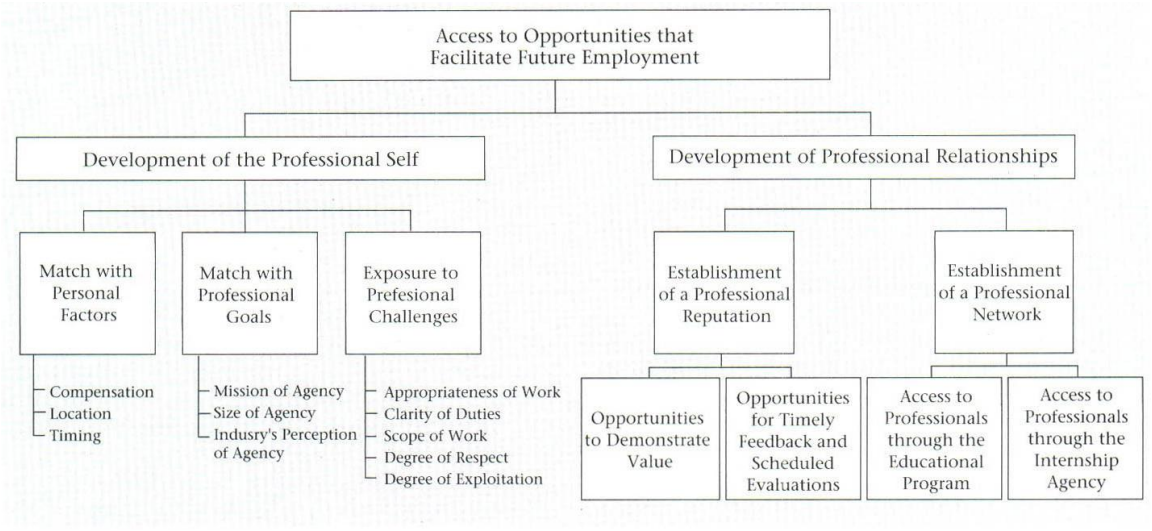
	Community
Planning	• Survey existing university/community partnerships • Identify community representatives for service learning planning group and advisory committee
Awareness	• Distribute information on service learning (e.g., newsletter, brochure) • Initiate meetings and site visits with agency personnel • Educate agency personnel on differences between voluntary service and service learning
Prototype	• Collaborate with agency personnel to develop prototype course(s)
Resources	• Compile list of agencies interested in service learning • Compile community needs assessments (e.g., United Way community needs assessment) • Secure money for site-based student coordinators • Write a community agency resource manual on the university's policies and procedures for service learning courses
Expansion	• Initiate community workshops and discussions on service learning • Increase involvement of agency personnel in course design and university-level service learning activities • Explore new service learning opportunities • Collaborate with community agencies on programming, grant proposals, and conferences
Recognition	• Sponsor recognition events for agencies and agency personnel • Publicize community partnerships in local media
Monitoring	• Monitor training and supervision of students at agency • Maintain records of student and faculty involvement at agency
Evaluation	• Assess impact of service learning activities on meeting agency and client needs
Research	• Collaborate with agencies on action research projects
Institutionalization	• Faculty are formally involved with agency (e.g., consultant, board of directors) • Agency personnel are formally involved with university (e.g., team teach course, campus committees) • Agencies allocate additional resources to support and train student volunteers

Examples of Community Activities, Comprehensive Action Plan for Service Learning (CAPSL), by R. G. Bringle and J. A. Hatcher (1996). Implementing service learning in higher education. *Journal of Higher Education, 67*(2), 221–239.

Appendix C

Typology of Students' Responses Regarding the Internship Experience

The following is an outline of the response of students to their internship experience, as offered by Stratta (Stratta, 2004, p. 27). This is being provided in order to highlight what students are looking to get out of an experiential opportunity.



Typology of Students' Responses Regarding the Internship Experience, by T. M. P. Stratta (2004). The needs and concerns of students during the sport management internship experience. *Journal of Physical Education, Recreation and Dance, 75*(2), 25–34.

Appendix D

10 Key Principles of Service-Learning

The list below is to be considered in the planning of a service learning course, as offered by Purdue University (Purdue University, n.d.). This is being outlined in order to provide key principles to follow and consider when developing a service-learning course.

1. Academic credit is for learning, not for service
Students are learning from the community much the same way they do from the textbook, homework assignments, and so forth. As such, students should not get assessed and/or evaluated simply for doing a "service." They should be assessed or evaluated depending upon what they learned as a result of doing the "service."

2. Do not compromise academic rigor
Service learning is not "soft." In many respects it is more difficult, challenging and rewarding than the traditional way in which courses are taught. Not only do the students have to satisfy the objectives of both the academic and civic learning objectives. More importantly, SL projects are often times unpredictable and students are forced to bring order out of chaos, which makes for an intellectual challenge that constitutes typical academic rigor standards and expectations.

3. Establish learning objectives
Faculty cannot simply throw the students out into the community to "learn" from the experience. As is the case in the traditional classroom, the students need to be pointed in the right direction and told the learning objectives they are expected to accomplish; they should also know how the objectives will be assessed and/or evaluated by the instructor. Unless there is structure to the learning that is to take place while the students are participating in the service project there is no way of ensuring whether or not things went as planned.

4. Establish criteria for selection of service placements
Faculties differ on this principle. There are some that leave the selection of the community partner up to the student. In some respects, this decision is tantamount to a professor telling the student to read any text or supplemental readings they liked when taking a course. Because the service should be tied to the academic content of the course the students should be given a range of acceptable "partners", a limitation on the scope of the project, stipulate the duration of the service so that it is substantive but not overwhelming, and have the students work on projects that will make a difference in the community.

5. Provide educationally-sound learning strategies to harvest community learning and realize course objectives

Having the students keep a journal to record their thoughts, feelings, and attitudes toward the service is insufficient for proper academic rigor. There should be meaningful and substantial means by which the students can share what they learned as a result of doing the service with peers and faculty members. Of course, pertinent assignments that have sufficient academic rigor should have been established that adhere to Principle 3.

6. Prepare students for learning from the community

Students should be taught how to extract meaning from experiential learning activities before embarking on them in the community. Otherwise they may not get out of the experience what you or the community partner had intended, nor be tied to the course content. Faculty should take the time to train the students to engage in reflective listening, obtain feedback, make qualitative observations, and deep thinking. This could be accomplished via a simulation or role-play, for example.

7. Minimize the distinction between the students' community learning role and classroom learning role

In a typical classroom the instructor controls the agenda for each class meeting; it is more teacher-centered. This is not so much the case when students make the community their classroom; their learning becomes more student-centered. The pedagogy in the community is constructivist; the student plays an active role in his/her learning with little guidance from the instructor beyond the charge of completing the learning objectives that are part of the service project. It is the freedom to explore and make sense of the service project that produces learning that is relevant and important to the student and more likely to have a lasting impression/impact on him/her.

8. Rethink the faculty instructional role

If faculty can become comfortable with the notion that SL projects are student-centered, constructivist, and an extension of the classroom, the next step is to provide students more chances to be involved in the actual classroom setting, too. When multiple viewpoints or experiences are shared by students and professors alike a richer, deeper understanding is derived from the course; it also increases the likelihood that the course will have a life of its own and be different from class meeting to class meeting, semester to semester, and more.

9. Be prepared for variation in, and some loss of control with, student learning outcomes

Although students may be required to complete the same learning objectives during a service project, the professor cannot control all that the students experience and learn

during the semester. Professors must be ready to allow students the freedom to personalize the meaning they get out of the service project and not judge one student's experience and meaning to be better or worse than another student. Those things that are experienced via the students' sensory mechanisms, above and beyond the learning objectives, should be reflected upon and shared openly in a friendly public forum without harsh criticism from the professor as irrelevant, unintended, off the mark, etc.

10. Maximize the community responsibility orientation to the course

While it is true that the learning that comes from a service assignment is personal, there should also be a conscious effort to reflect upon the shared experience among the students in an open forum thereby turning the classroom into a learning community. In doing so the professor connects the students to each other, the course materials, and the community which is the epitome of Service-Learning.

Appendix E

Planning the Course

The material below is to be considered in the planning of a service learning course, as offered by Purdue University (Purdue University, n.d.). This is being outlined in order to provide a sample of the steps to take when developing an experiential course.

1. Establishing learning goals and objectives

It should come as no surprise to you that a course that is taught with a SL requirement begins as it does with any course you have taught, with establishing learning goals and objectives.

Learning goals and outcomes are broad statements that identify the general educational accomplishments or outcomes you want students to possess when the course is completed.

Some examples of SL learning goals include:

- To better prepare students for their careers / continuing education.
- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service this is meaningful and necessary.
- To assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers.
- To give students greater responsibility for their learning.
- To help students know how to get things done!

Separate from goals and outcomes, a learning objective is a clear, precise statement describing what you expect the learner will be able to do after working through an instructional unit. As such, learning objectives should:

- Speak directly to the learner
- Be clear and specific
- Be cross-referenced to readings and learning activities
- Indicate the level of learning involved
- Matched to assessment requirements

Learning objectives should be written so that it is clear as to what is expected of them during or after completing the SL project. They also put the faculty member in a position to properly assess or evaluate student performance on each of the objectives. Some of the action verbs that can be included in a stated learning objective include list, identify, state, describe, define, solve, compare and contrast, evaluate, operate as found in Bloom's Taxonomy of Educational Objectives.

Examples of SL Learning Objectives

- Students will evaluate their own commitment to making meaningful contributions in

their communities, thereby gaining a deeper understanding of their roles as citizens.
- Students will identify course concepts as they emerge in the "real world" and compare what they are learning in the classroom to what they observe and/or experience in the context of their service activities.

2. Selecting a Community Partner

There are many questions that need to be addressed when seeking a community partner. Having answers to this list of questions can help increase the success rate of the SL project you invariably plan for your students. Some good questions to find answers to when selecting a community partner include:
- Do the goals of the agency or organization fit with the learning goals and objectives in the course?
- Does the agency or organization have reasonable expectations of the students?
- Is the project one that challenges but not overwhelms the students?
- Has the agency or organization done any projects with other faculty on campus? If so, what effect will this have on your project?
- If the students need specialized skills, who will do the training?
- Is the agency or organization willing to become involved in assessing and evaluating students?
- Is this an agency or organization that the students will like to work with on the project?
- What type of service does the agency or organization perform?
- What skills or qualities can students develop as a result of working with the agency or organization?
- Who will supervise students outside of the classroom when working on the project?

Some of the following tips are recommended to build strong relationships with Community Partners:
- Know something about the agency or organization before meeting with those who may be interested in doing a SL project.
- Go to the meeting with some idea about how the agency and your course could successfully form a partnership.
- Meet agency or organization partners at their offices as often as you invite them to yours.
- Always be sure to ask the agency or organization what their current needs are – don’t assume that they are necessarily in a position to create a partnership at the exact moment you are suggesting.
- Be flexible. SL projects do not take place in a controlled environment like the classroom; because they take place in the community situations may arise where the initial plan of action has to be modified or revised to ultimately complete the project.
- Value the experiences and knowledge of community partners. Consult with them and invite them to be part of classroom discussions and reflections.

- Refrain from considering the community as your laboratory – it is the place where you live as well. The laboratory mentality suggests superiority of the university system and reinforces a server-recipient paradigm.
- Communicate with your agency or organization partner regularly during the planning process as well as during and after the course.
- Be up front in the commitment you can and are willing to make to the agency or organization. Do not promise long-term partnerships if a semester is all you can truly commit to at the moment. You might want to portray it as a "pilot" to give yourself clear option to end the partnership at end of the semester.
- Make efforts to know the agency or organization inside and out. Spend time volunteering there so that you can get to know the assets of the staff and clientele.
- Do not be afraid to ask questions.
- Remember reciprocity, mutuality, and asset-based community building.
- Celebrate achievements and relationships together at the end of the project.
- Have fun and be ready to both teach and learn.

3. Student Reflection

In a very general sense, student reflection on the SL project can occur through speaking, writing, activities, and/or the use of multimedia & performing arts.
- *Speaking* examples include class discussions, small group discussions, oral reports and presentations, testimony before policy-making bodies, teaching material to younger students, public speaking, or one-on-one meetings.
- *Writing* examples include essays, research papers, journals and learning logs, guides for future volunteers and participants, self-evaluations, or published articles.
- *Activities* examples include planning future projects, simulation and role playing games, recognition and celebration, recruiting peers, or training other students.
- *Multimedia & Performing Arts* examples include scrap books, web pages; paintings, drawings, and collages; music, theater, and dance presentations; or photo, slide, and video essays.

Student reflection is a key element of SL. It can take place at the beginning to have students begin to reflect on what is to be learned from the service. It can be done in the middle to reflect on the project to that point. It can be done at the end. Some even advocate doing it continuously throughout the course of the semester. The choice is up to you to do what you feel is best for your students as long as you regularly monitor the students' feelings and opinions about the SL project.

Just keep in mind that the objective of reflection is to draw out and reinforce student learning. It should require students to use critical thinking skills to learn from their service experience. It can also help students to analyze core concepts of your course, evaluate their service experiences and form opinions in the context of the curricula or learning objectives.

Keep these tips in mind when structuring reflection activities:
- Be clear about goals and expectations regarding reflection.
- Get students to write in journals while performing the service to be able to collect their thoughts at the end when self-reflecting.
- Give the students specific questions to answer at occasional or strategic points during the semester.
- Build a team to ensure safe space for youth to do group reflection.
- Find time to allow everyone to share and verbalize their feelings even if its takes time.
- Allow ample time for reflection, even a few extra seconds can help most people to organize their thoughts. Having students write first, then share, helps those less inclined to join in the discussion.
- The best reflection is not necessarily always planned reflection, be flexible and prepared to capitalize on "teachable moments."
- Directly relate reflection to service being done.
- Reflection should occur continuously.

A series of questions that can be used to select when constructing reflection questions for your students includes some of the following that were developed by Marcy H. Schnitzer, Placement Coordinator, at The Service-Learning Center at Virginia Tech.
- What have you been doing as part of your service?
- Does what you are or have been doing meet your expectations about your service experience? If so, how?
- What are or have been the most satisfying parts of your service experience?
- What are or have been the most difficult parts of your service experience?
- What are or have you been learning? Why is your service needed?
- How is your service relevant to the readings and discussions in class?
- What have you learned or what are you learning from your service experience?
- Do you feel that service makes a difference? If so, how?
- Now what? What should others do about it? What are you going to do about it?
- How will this service experience be valuable to you in the future?
- If you were trying to get more student or community involvement in your project, how would you present the project to them? What would you say to them to make them want to get involved?
- If you could provide a future service-learning student with one piece of advice, what would it be?

4. Assessment / Evaluation of Student Learning

Having already established the learning goals and objectives for the SL component of the course it is now time to develop appropriate ways in which to evaluate or assess student performance grade. Although traditional means may be used to evaluate the student's

performance on the learning objectives tied to the SL project, a more appropriate technique to use is Performance Based Assessment (PBA). In PBA, the student completes or demonstrates the same behavior that the assessor desires to measure. For example, if the behavior to be measured is writing, the student writes. Integrating student's learning assessments and Service-Learning helps the students to:

- See the connection between service activities and essential academic learning.
- Understand the learning expectations before, during and after the service projects.
- Achieve higher and/or non-cognitive levels of performance (e.g., affective).
- More effectively assess themselves, peers and teachers.
- Promotes and enhances student self-assessment abilities.

It helps educators to:

- Provide greater academic value for service activities.
- Focus curriculum and instructional design decisions toward quality student performance criteria.
- Establish a pre-determined framework for assessing student learning before, during and after instruction.

It enables parents and community to:

- More meaningfully assess individual student's abilities.

When assessing via PBA, the student completes or demonstrates the desired behavior in a real-life context in order to satisfy the learning objectives. For example, if students are taking a course on warehouse management, an authentic assessment could first consist of having them design and implement an accounting system for the local food bank to keep track of the foods brought in and dispensed to the poor, and so forth. The instructor and students could develop a set of criteria to ensure that the accounting system was one that was needed by the food bank. The food bank staff could also report back as to the quality of the new system once they have used it for a time to strengthen the authenticity of the project completed by the students.

So when assessing students via PBA (authentic assessment), be sure that the assessment:

- Is task oriented
- Is observable
- Requires higher order thinking
- Based on real-world tasks
- Adequately covers the content taught
- Needs interdisciplinary skills
- Is meaningful to students
- Is appropriate for all students

5. Course Evaluation / Assessment

The American Association for Higher Education Assessment Forum (1992) developed the following Principles of Good Practice for Assessing Student Learning. Service-

Learning courses do, of course, have certain unique characteristics that must be taken into account. The most important consideration in evaluating a Service-Learning course is that all parties in the project must be assessed or evaluated including the students, community partner, and faculty involved in the project. As such, the following should be assessed or evaluated:

- To what extent did the students achieve the learning objectives?
- To what extent were service goals met?
- How successful was the project for each student?
- How successful was the project for the class as a whole?
- How successful was the project for the community agency / organization?
- How beneficial was the project to the service recipients?
- How well did the course satisfy the instructor's expectations / goals?

Appendix F

Tool Kit

This tool kit provides a definition of service learning and then offers an overview of the types of experiential learning typically employed, such as service learning, internships, and cooperative education. This tool kit is provided as a guide for those interested in implementing experiential courses but who may not have the resources or know-how. The kit provides examples of how to define a service learning course, items to include, and how to assess courses, material, and students.

Service Learning: A Definition

"Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves" (Chambers, 2009, p. 78).

Developing a Service Learning Plan

A successful experiential or service program must contain four elements in its academic plan: the vision of the experiential course, the design of the course, interaction between student and facilitator, and the acquired knowledge drawn from the experience (DiConti, 2004).

- select a focus and a definition to be used as the basis for service learning within the institution
- utilize the Comprehensive Action Plan for Service Learning (CAPSL), by Bringle and Hatcher (2000). The plan, outlining the four critical stakeholders in service learning as the institution, faculty, students, and community, describes 10 activities for each stakeholder, from planning to institutionalization. The plan acts as a cycle and includes planning, awareness, prototypes, resources, expansion, recognition, monitoring, evaluation, research, and institutionalization relating to the four key stakeholders. CAPSL provides direction using this sequence and prioritizes activities, but can also be used as an initial and ongoing framework as well as to identify areas of neglect that need programming attention

Service Learning Criteria for Course Approval

The basic criteria for service learning course approval can include a combination of any of the following examples which include student experiences that: address a need in the community, meet course objectives, involve reciprocity (if applicable), involve reflection, involve collaboration with an agency representative, involve a minimum of 15 hours of service. The experience may be with nonprofit, for-profit, private, public, or government agencies, or other initiatives approved on a case-by-case basis.
(University of Central Florida, 2013)

Types of Service Learning

Based on the focus, definition, and criteria selected, as outlined above, the type of experiential course must be determined.

Service learning — tends to focus more on "community service activity combined with the study of academic concepts and theories" (Moore, 2010, p. 5). "The missions of service learning programs focus on the twin dimensions of enhancing student learning and development and meeting social needs and promoting social change" (Moore, 2010, p. 5). Often viewed as reciprocal in nature, the intention of service learning is to equally benefit the provider and recipient (Furco, 1996).

Internship — similar while quite different, can include many facets: "exploring the intersection between theory and practice, career exploration and development, or personal and professional development". The internship can also enhance "critical thinking and conceptual understanding, responsible and ethical behaviour, and the capacity to work with diverse people" (Moore, 2010, p. 4). With the goal of producing more proficient entry-level professionals, internships are structured within the curriculum as work-based learning opportunities (Virolainen et al., 2011). Learning outcomes include increased theoretical knowledge, skills, and application in a professional environment, aiding the students' development of a professional identity and professional socialization (Matthew et al., 2012). Most internships include some form of reflection, and focus is usually on credit-bearing experiences (DiConti, 2004). Students are expected to apply their academic knowledge to a professional setting, and the field work is usually rigorous, taking place over numerous consecutive weeks, with close supervision (DiConti, 2004).

Cooperative education — the typical main function is to build students' career skills and knowledge (Chouinard, 1993). Believed to be the precursor to service learning, cooperative education has a professional skill-based focus, while "service learning focuses on educationally linked, credit-bearing experiences through service to communities" (Chambers, 2009, p. 81). Working in a temporary position, the emphasis of an internship is generally on education rather than employment, where cooperative education seems to have a more formal relationship between an employer and educational institution (Chouinard, 1993; Weible, 2010). The work completed is usually integral to the student's academic program and an essential part of their final assessment, even if academic credit is not provided for the experience (Chouinard, 1993).

Regardless of the label assigned and the structure implied, at the end of the day, "educational institutions are learning communities, not service agencies, and . . . the primary justification for service programs has to be pedagogical" (Barber & Battistoni, 1993, as cited in Kezar & Rhoads, 2001, p. 154).

Distinctions Among Three Types of Service Programs (Furco, 2002)

	Community Service (**Service** learning)	Service-Learning (**Service Learning**)	Service-Based Internship (service **Learning**)
Primary Intended Beneficiary	Recipient	Recipient AND Provider	Provider
Primary Focus	Service	Service AND Learning	Learning
Intended Educational Purposes	Civic and Ethical Development	Academic and Civic Development	Career and Academic Development
Integration with Curriculum	Peripheral	Integrated	Co-curricular / supplemental
Nature of Service Activity	Based on a Social Cause	Based on Academic Discipline	Based on and Industry or Career

Service Learning Course Components

Once the criteria are determined to label a course, the actual course needs to be planned and implemented. Below is an outline of potential components.

Learning Goals & Objectives

Broad statements that identify the educational outcomes you want students to possess at the end of the course. These objectives must be clearly outlined in a course syllabus, and all students made aware. Many employers report working with the student to create and negotiate learning objectives within the field, specific to the students' strengths and weaknesses, goals, and interests. Possible course objectives could be listed as:

> As a result of the internship experience, students will be able to:
> 1. Formulate an awareness of professional responsibilities associated with various areas of sport management.
> 2. Assess the internal dynamics of sport enterprise and industry.
> 3. Secure practical experiences in specific concentration areas.
> 4. Formulate professional behaviour appropriate to profession.
> 5. Formulate interpersonal and professional communication skills.
> 6. Develop abilities to work and cooperate with colleagues in individual and group activities.
> 7. Formulate or enhance a professional network.
> 8. Evaluate, analyze, and improve time management skills.
> 9. Evaluate, analyze, and improve stress management skills.
> 10. Evaluate sport management as a career choice.
> (Cuneen & Sidwell, 1994, as cited in Young & Baker, 2004, p. 23)

Course objectives and learning outcomes can easily be shared across departments, faculties, and institutions.

Course Work

Any combination of the following exercises will help connect theory to the practical experience: journal, research paper, observation, project, self-evaluation, site evaluation, and curriculum evaluation.

Reflection — the key element of service learning. Reflection can occur at any point throughout the course, yet may be beneficial to perform at the beginning, middle, and end. At the start, students might reflect on what they will learn from the experience. In the middle, the assessment may include their involvement and perceptions to that point, and in the final assessment, the student will hopefully draw out the learning experience. Reflection "should require students to use critical thinking skills to learn from their service experience" (Purdue University, n.d., p. 15). Reflection can be enhanced by giving students specific, probing questions to respond to at strategic points or throughout the academic course

Student evaluation — assessments can be tied to the course objectives and outcomes, outlining the extent to which students achieved the objectives. Two appraisals, at the midpoint and final, will allow sufficient time for students to improve their performance.

Major projects — meant to tie the student's academic knowledge with the practical placement experience. Under the supervision and direction of their industry supervisor and faculty consultant, students should chose a challenging project that reflects their thoughts as well as those of the organization, while having a positive and lasting legacy on the organization (Young & Baker, 2004).

Self-evaluation — allows students to determine whether their field experience met their expectations.

Site and supervisor evaluations — can help program coordinators determine if the organization should be used in the future and can also help provide recommendations to subsequent placement students. Evaluation criteria can include: acceptance and integration of the intern into the organization, provision of relevant experiences, provision of appropriate assistance and guidance, maintenance of routine evaluation and feedback, and willingness to listen to and discuss student suggestions (Cuneen & Sidwell, 1994, as cited in Young & Baker, 2004).

Peer reflection — via on-line forums. "The most important role students can play is a peer advisor- offering assistance and input to the other students" (Konwerski & Nashman, 2002, p. 181). Students need integrative seminars before, during, and after their internship, to "provide a forum where students can communicate their ideas about their upcoming or real work experiences, share problems associated with their jobs, and propose solutions and alternatives" (Chouinard, 1993, p. 98).

Assessing Service Learning

The CAPSL framework can also be used for ongoing program evaluation and research.

Service Learning Policies

"Supervisors who experience a problem involving an intern may be unaware of the steps they should take in dealing with that problem. Outlining policies and procedures to deal with problems is a simple step that can be taken before the internship and provided in writing to the supervisor" (Williams, 2004, p.32). Policies can be shared across courses, departments, faculties, and universities.

Examples

-Student Eligibility

Maintaining your eligibility while working in an internship position:
Please note that failure to meet the requirements listed below may result in de-enrollment from the internship program without reimbursement of fees, removal from your current internship position, and/or ineligibility for subsequent work terms. In addition, employer tax credit eligibility and international student Co-op Work Permits may be impacted (York University, n. d.).

-Internship Situations & Penalties

1. The student who enrolls in the Program, is approved - receives several offers in Round 1 and then turns them all down ***without cause.***
   -The student is withdrawn from the Science Internship Program and not allowed to apply for any of the postings in Round 2.

2. The student who accepts an internship offer and signs the Internship contract with us and then reneges on the offer prior to beginning the position.
   -The student is withdrawn from the Science Internship Program and will receive an "F" in Science 3391. Student is still required to pay the Internship fee.

3. The student who goes out on an Internship work term and then quits to return to school or quits mid-term without cause.
   -The student receives an "F" in Science 3391 and is still required to pay the Internship fee.

4. The student who does not pay the Internship fee.
   -The student receives and "F" in Science 3391 and his/her academic record is sealed.

5. The student who is let go due to changes in economy or quits for health/ compassionate reasons.
   -The student is withdrawn from Science 3391 - is still required to pay the IIP fee.

6. The student who is withdrawn from the Internship program due to academic reasons - [i.e. scholastic offence] or who is let go for cause.

-The student is withdrawn from the Science Internship Program but still required to pay the IIP fee and will receive an "F" in Science 3391.
** Internship fees are NOT refundable **
(Western University, n. d.)

-Student Responsibilities

Students participating in Cooperative Education are responsible for complying with policies and regulations of both the University and Career Services Office. Active participation and attendance is critical to student success.

Students are expected to read, understand and adhere to the policies, procedures, deadlines and operation of the Cooperative Education programs by reading the Cooperative Education student handbook, schedules, information pamphlets and by attending pre-employment sessions.

As positions are posted by the Coordinator based on industry participation and labour market conditions, Co-op opportunities cannot be guaranteed. With the assistance of the Coordinator, students are expected to actively participate in the job placement process of self-marketing.

It is expected that students will:

- Be aware of and adhere to the policies, procedures and deadlines of the Cooperative Education programs by reading handbooks, schedules and information pamphlets, and attending information sessions.
- Be an active participant in the Co-op job search process from beginning to end, while understanding that Co-op opportunities cannot be guaranteed. Students who choose to be selective when applying to posted positions may be required to explore Student Identified Opportunities or defer their work term.
- Be prepared to accept Co-op opportunities in locations other than Calgary.
- Register and pay fees for Orientation to Cooperative Education and each work term as outlined in the Mount Royal Calendar.
- Participate in mid-term and final performance evaluations conducted by the employer and be responsible for submitting them to the Cooperative Education Coordinator.
- Conform to all of the conditions, rules and policies that apply to employees of the Co-op employer, including (but not limited to) reporting structure, job description, use of computer and internet technology, work hours, coffee breaks, overtime, health and safety policies and dress code.
- Honor all commitments agreed to with the Co-op employer.
- Return Job Start Verification form to your Cooperative Education Coordinator by the end of the first week of the work term.

- Prior to mid-term assessment, have prepared personal goals and work report outline and projects as assigned by Faculty.
- Submit assignments as set by Cooperative Education Coordinator.
- Participate in the Back-to-Campus Debriefing as defined for your Cooperative Education program.
- At all times keep the Cooperative Education Coordinator informed of where you are and what you are doing with respect to your progress in the programs.
  (Mount Royal University, n. d.)

-Student Steps if Work Related Issues Arise

If at any time students experience issues/problems during the Cooperative Education experience, contact the Cooperative Education Coordinator as soon as possible.

Step 1: Students must immediately relay any concerns of an operational nature such as job description, hours of work, remuneration, employer evaluation, etc. to the Cooperative Education Coordinator. The student will be advised/coached to speak directly to the employer in an attempt to clarify and problem solve concerns.

Step 2: If Step #1 does not resolve the issue, it is the student's responsibility to again contact the Cooperative Education Coordinator directly to discuss the situation and attempts made to resolve it. The Cooperative Education Coordinator will then initiate contact with the employer based on the student's concerns.

Step 3: At the discretion of the Cooperative Education Coordinator, meetings may be arranged by the Coordinator with the employer and student. If the student is not prepared to engage in this problem-solving process, then the Cooperative Education Coordinator will not be able to formally address the student's concerns with the employer (Mount Royal University, n. d.).

-Expectations of Cooperative Education Employers:

- Provide a challenging, professional co-op experience related to the student's academic studies.
- Provide an orientation to the workplace, including safety policies and procedures.
- Provide an immediate supervisor to assist and monitor the student on the job.

- Discuss work term expectations with the student including tasks, projects, deadlines, policies, etc.
- Complete an evaluation of the student's work performance at the mid-term point and the end of the work term and discuss them with the student. Mount Royal provides the evaluation form. We also encourage employers to provide ongoing verbal feedback to the student.
- Allow the Cooperative Education Coordinator to conduct a brief mid-term visit at the worksite.
- Contact the Cooperative Education Coordinator if any questions or concerns arise.
- Encourage the student to complete his/her program of study as intended.
- Follow all safety rules and meet provincial legislation, regulations and codes.

What Cooperative Education Employers Can do if a Student is not Meeting Expectations:

- The student should be provided an opportunity to learn from the experience and to improve their performance. In this regard, the employer is encouraged to meet with the student to discuss the situation, clarify goals, provide guidance where necessary, and establish a timeline for improvement.
- If the concern persists, the employer is asked to document the issue and to contact the Cooperative Education Coordinator for support and/or intervention. Subsequently, if the situation cannot be resolved satisfactorily, the employer has the right to terminate the student's work term (Mount Royal University, n. d.).

-Employer Responsibilities

It is expected that employers will:

-extend all job offers through Western's Internship Coordinator
-confirm acceptance of job offers and terms of employment in writing to students and to the institution
-honour all offers of employment
-provide accurate and complete information on job responsibilities, compensation, and benefits
-assign a mentor or advisor to assist the students to identify goals and clarify roles and responsibilities
-treat the students as employees, let their expectations be like those of their co-workers
-provide the student with relevant training and development opportunities

-monitor the student's progress, and provide formal/informal feedback on a timely basis to both the students and to the institution
-provide Career Services with a copy of the employment contract, where possible
-if, in the rare event that you wish to terminate an Intern or an Internship position, please contactXXX, Internship Coordinator, Western's Student Success Centre, as soon as possible.

**based on Best Practices Guidelines of the Canadian Association for Internship Programs*

(Western University, n. d.)

Helpful Resources

www.internassociation.ca/
www.communityservicelearning.ca/en/
www.compact.org/
www.servicelearning.org/
www.purdue.edu/servicelearning/documents/workbook.pdf

Appendix G

Typology of Work-Integrated Learning in Ontario's Postsecondary Sector

The following chart outlines seven types of work-integrated learning, including the breakdown of the purpose, location, timing, expectations, supervision, and so on, for each type of program, as offered by Sattler (Sattler, 2011, p.33).

	Systematic Training (workplace as the central place of learning)	**Structured Work Experience (familiarization with the world of work within a PSE program)**				**Institutional Partnerships (PSE activities/programs to achieve industry or community goals)**	
	Apprenticeships	***Field Experience***	***Mandatory Professional Practice***	***Co-op***	***Internships***	***Applied Research Projects***	***Service-learning***
Main educational purposes	• Workforce training • Skill acquisition • Skill mastery • Workplace literacy	• Application of theory to practice • Attainment of professional or work-related competencies • Workplace literacy	• Integration of theory and practice • Attainment of professional competencies • Professional socialization • Mandatory for professional certification/ licensure • Mandatory for institutional program accreditation	• Integration of theory and practice • Career exploration and development • Progressive skill acquisition • Professional socialization • Workplace literacy • Workforce readiness	• Integration of theory to practice • Personal development • Career exploration and development • Skill development • Professional socialization	• Application of theory to practice • Address specific industry needs • Skill development (problem-solving, critical thinking)	• Integration of theory and practice • Address specific community needs • Community building • Civic engagement • Global citizenship • Career exploration and development • Skill development • Personal development
Modes of delivery	Work-site • FT employment In-school • Block release (alternating with employment) • Day release (concurrent)	• Block placement (alternating with academic program) • Defined number of hours per term (concurrent) • Simulated work activities (concurrent) • Virtual work activities (concurrent)	• Block placement (alternating with academic program) • Defined number of hours per term (concurrent) • Single block placement, often at end of program (capstone) • Simulated work activities (concurrent)	• Block placement (alternating with academic program) • Structured work-study sequence must end with academic semester	• Single block placement at end of program (capstone) • Single block placement (alternating with academic program) • Defined number of hours per term (concurrent)	• Course-based projects (concurrent) • Institutional research projects (concurrent)	• Can be delivered as field experience, co-ops, internships or applied research projects

	Systematic Training (workplace as the central place of learning)	Structured Work Experience (familiarization with the world of work within a PSE program)				Institutional Partnerships (PSE activities/programs to achieve industry or community goals)	
	Apprenticeships	*Field Experience*	*Mandatory Professional Practice*	*Co-op*	*Internships*	*Applied Research Projects*	*Service-learning*
Common programs/ sector	• Services • Motive power • Industrial • Construction	• Business/marketing • Tourism/hospitality • Community services • Health sciences • Communications/ journalism	• Education • Health sciences (nursing, medicine, dentistry, pharmacy, optometry) • Social work • Accounting • Engineering • Veterinary • Law • Kinesiology	• Business • IT • Engineering • Computer science • Health sciences • Hospitality/tourism • Applied/physical sciences • Math • Arts • Social sciences	• Business • Marketing • Social sciences • Engineering	• Sciences • Environmental studies • Technology • Business/marketing • Communications	• Arts • Business • Health • Social services • Education • Environmental studies • Social sciences • Global studies • Women's studies • Communications • Engineering
Location	In-school • On-campus • Online	• Business/ community sites • On-campus (clinics, simulation labs) • On-campus (restaurants, hotels, research labs) • Online	• Professional/ business/ community sites • On-campus (clinics, simulation labs)	• Business/ community sites	• Business/ community sites	• Usually on-campus • Project work may be performed at business/ community sites	• Community sites (usually non-profits, voluntary sector)
Host/worksite selection	• Apprentice finds employer and registers with ministry • Ministry directs student to college	• Sites are identified by students or institution	• Sites are identified by institution	• Employers contact institution, or are recruited by co-op staff • May be recruited by students	• Employers are recruited by students • May be recruited by institution	• Businesses contact institution, or are recruited by faculty	• Sites are identified by institution, faculty or student • Sites may contact institution
Duration	• In-school portion typically makes up 10% of	• Typically short (4-6 weeks)	• Variable	• Work-terms are typically one semester (4 months) but may be	• Typically long (12-16 months) but may be shorter in	• Course-based projects are 3 months or less	• Variable, depends on delivery mode

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	program			consecutive • Minimum 3-6 work-terms required for co-op designation • Work-terms must make up at least 30% of program	length	• Institutional projects may be longer	
Timing in program	• Variable	• Variable	• Usually toward end of program	• After completion of at least one academic semester	• Usually toward end of program	• Variable	• Variable
Payment/ costs to student	• Employee receives regular employment wages • In-school portion is unpaid • In-school fees may be paid by employer, or supported (EI, WSIB)	• Paid or unpaid (unpaid if part of course) • Usually no fees for students • Transportation costs	• Unpaid • Usually no fees for students • Transportation costs	• Paid • Higher tuition fees for co-op programs • May be relocation, transportation costs to students	• Paid or unpaid • Higher tuition fees for some internship programs • May be relocation, transportation costs to students	• Unpaid if part of course • Paid if institutional • Usually no fees for students • May be transportation costs	• Unpaid • Usually no fees for students • Transportation costs
Academic credit	• Some courses can receive credit for transfer to PSE program	• Overall course credit, not field experience credit	• Yes, required for graduation/ certification	• Yes	• Yes	• Overall course credit, not project credit • No credit for institutional projects	• May be credit or transcript recognition
Compulsory/ optional	• May be required for certification	• Compulsory if part of course/program	• Compulsory, required for professional certification/ licensure	• Usually optional to select co-op stream • Compulsory once in co-op stream	• Optional • Compulsory if part of course/program	• Compulsory if course-based	• Optional

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Job description & expectations	• Industry committee oversees training standards	• Placements are directly related to program of study • Job descriptions set by employer	• Expectations are career-specific to meet professional, regulatory or government standards • Students may be placed or competitively selected	• Work-terms are directly related to program of study • Job descriptions set by employer • Competitive application and selection process • Students consult with employer to set own learning outcomes	• Job descriptions set by employer • Positions are directly related to program of study • Competitive application and selection process • Students consult with employer to set own learning outcomes	• Industry identifies problem and research goal • Students work in teams or with faculty to address problem	• Job descriptions set by employer • Tasks directly related to program of study
Role of student	• Self-directed learner	• Part-time employee engaged in supervised work	• Begins as observer/ job shadower, becomes practitioner	• Full-time employee engaged in productive work	• Full-time or part-time employee engaged in productive work • May be observer/ job shadower	• External consultant	• Analytic learner engaged in meaningful work
Role of employer/host	• Worksite mentoring, supervision, evaluation (journeyperson)	• Supervision, evaluation	• Mentoring, supervision, evaluation	• Supervision, evaluation	• Mentoring, supervision, evaluation	• Customer	• Client
Role of institution	• Academic instruction (faculty)	• Assessment (faculty)	• Guided reflection, monitoring, assessment (faculty) • May provide direct supervision (faculty)	• Set learning objectives and approve host sites (co-op staff) • Assist with student selection (co-op staff) • Monitoring and assessment (co-op staff)	• Assessment (faculty)	• Assessment (faculty)	• Structured reflection, monitoring, assessment (faculty)

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Supervision	Work-site • Supervised by journeyperson In-school • Supervised by faculty	• Supervised by industry/business	• Mentored by on-site professional with detailed supervisory responsibilities • Supervision training, compensation may be provided for mentor • Staff or faculty visits to site	• Supervised by industry/business • Co-op coordinator site visits • Communication with student, employer through email, telephone	• Mentored by industry/business supervisor	• Supervised by faculty	• Supervised by community partner
Evaluation & assessment	• Work-site evaluations can be time-based or competency-based • Employer evaluates, reports to ministry not to college	• Student is evaluated by employer • Faculty assesses student reports, structured reflections, class presentations	• Formative and summative • Faculty assesses student's reflective journals, field notes, presentations • Student is evaluated by host, must demonstrate professional competencies • Student self-evaluation	• Formative and summative • Faculty/co-op staff assess student portfolio, written work-term report, structured reflections, class presentations • Student is evaluated by employer • Employer reviews student work-term report	• Student is evaluated by employer • Faculty assesses student's structured reflections, final report	• Faculty assesses student reports, presentations • Informal industry evaluation of student through feedback	• Faculty assesses student through structured reflection (journals, discussions), class presentations
Benefits to students	• Breadth of knowledge • More relevant training • Independence, entrepreneurship	• Greater school satisfaction • Marketable skills • Practical skill development • Career clarity	• Better employment outcomes • Obligatory for entry to practice and employment • Greater school	• Higher wages • Better employment outcomes (especially for university co-op grads) • Greater school	• Better employment outcomes • Higher wages • Greater school satisfaction • Higher job	• Skill development (problem definition, problem solving, critical thinking, analytical, presentation, documentation)	• Greater civic engagement • Experience in leadership • Increased civic responsibility • Enhanced critical thinking

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	Apprenticeships	*Field Experience*	*Mandatory Professional Practice*	*Co-op*	*Internships*	*Applied Research Projects*	*Service-learning*
	• Access to latest technology • Financial incentives (government incentive grants, travel, accommodation, childcare)	• Employment opportunities	satisfaction • Professional competencies • Ability to relate to diverse people in diverse settings • Career clarity	satisfaction • Higher job satisfaction • Ability to relate to diverse people in diverse settings • Practical skill development • Career clarity • Financial benefits	satisfaction • Marketable skills • Practical skill development • Career clarity	• Greater community engagement • Employment opportunities	skills
Benefits to institutions	• Better connections to labour market	• Better connections to business/ community	• Creation of communities of practice • Enhanced institutional reputation • Program improvements	• Better connections to business • Enhanced institutional reputation • Program improvements	• Better connections to business • Enhanced institutional reputation	• Better connections to business	• Better connections to community • Enhanced institutional reputation
Benefits to employers/hosts	• Reliable, highly skilled labour supply • Responsive to local labour market • Financial incentives (tax credits) • Lower starting salaries for apprentices • Higher employee retention	• Creation of hiring pool • Pre-screening potential hires • Cost savings • Better connections to institution	• Creation of hiring pool • Pre-screening potential hires • Motivated employees • Improve services • Better connections to institution • Enhance staff practices	• Creation of hiring pool • Pre-screening potential hires • Motivated employees • Improved corporate image • Cost savings • Reduced need for on-the-job training • Better connections to institution	• Creation of hiring pool • Pre-screening potential hires • Motivated employees • Improved corporate image • Cost savings • Better connections to institution • Reduced need for on-the-job training	• Increased capacity to undertake projects • Access to institutional expertise and equipment • Better connections to institution	• Improved delivery of community services • Better connections to institution

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	Apprenticeships	*Field Experience*	*Mandatory Professional Practice*	*Co-op*	*Internships*	*Applied Research Projects*	*Service-learning*
Key strength	• Close journeyperson-apprentice relationship	• Accessible to many students	• Develops a community of practice	• Labour market responsiveness	• Development of professional competencies	• Meets identified business needs	• Develops students' civic engagement while meeting identified community needs
Main challenges	• Costs to employers • Negative perceptions of skilled trades • Can be difficult to find sponsors	• Inconsistent quality of field experiences	• Can be difficult to find host sites, especially in health care	• Highly competitive, less accessible to students	• Highly competitive, less accessible to students	• "One-offs" are difficult to replicate • More focused on work, less learning	• Institutional resistance
Other terminology	• VET • Vocational education	• Experiential learning • Placement • Internship • Externship • Fieldwork • Volunteer internship • Simulated work environments • Simulated production labs	• Practicum • Field education • Fieldwork • Field placement • Clinical placement • Preceptor ship • Simulated clinical experience	• Experiential learning	• Practicum	• Industry-led research project	• International service learning • Community-based learning • Field education

Sattler, P. (2011). *Work-Integrated Learning in Ontario's Postsecondary Sector*. Toronto, Canada: Higher Education Quality Council of Ontario.